



**THE VOICE OF AN EFL TEACHER BEFORE, DURING AND AFTER ADAPTING A
SYLLABUS IN A GROUP OF 9TH GRADERS**

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requirements for the degree of
BACHELOR IN ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

The purpose of this research was to describe the English Foreign Language (EFL) teaching experiences, perceptions and reflections of a 9th grade English teacher at a public school in Cúcuta, Norte de Santander, which was going through an adaptation process of the English course syllabus bearing in mind the methodological and pedagogical guidelines proposed by the Ministry of National Education (MEN) and also the documents proposed by the educational institution according to the characteristics of the student population.

The design of this study was the narrative investigation, since the intention was to know the narrative of an English teacher in the middle of an adaptation process that another teacher of a public institution can also be going through. Non-participant observations and semi-structured interviews were a source of data collection to achieve the objective. To conclude, the teacher's perceptions of the proposed by MEN (2016) influenced the adaptation process. Therefore, the materials and activities that the teacher adapted were made from that position because she adapting what was proposed in the syllabus course was contextualized to achieve positive results such as increased motivation in students due to the application of the methodological approach.

Keywords: *Analysis of narrative, multimodal data, EFL Teaching experiences, English course syllabus update.*

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1. CONTEXTUALIZATION

This project aimed to analyze the narrative of a teacher about her English Foreign Language (EFL) reflections upon the English teaching methodology adaptation experience in the classroom and the institution according to the curriculum suggested by the MEN (2016) for ninth grade.

This research arose through the formative and pedagogical practices of the Bachelor's Degree in English as a Foreign Language developed at Integrado Juan Atalaya School Educational Institution(COLIJA), where there was the opportunity to observe ninth grade classes, which was the academic level that did not have an English course syllabus defined and adapted according to what the MEN (2016) proposes in the suggested curriculum along with the pedagogical principles and planning guidelines of the Colombian bilingual policies.

Besides, this research sought to highlight that each teaching experience is unique and relevant to listen due to the role and importance of the narrative emerged in the EFL teaching process. Through the narrative is possible to reflect on the educational practice itself, which becomes with progressive changes a quality education where it is taught in a meaningful way and not only for the moment or to obtain a score (Polkinghorne, 1995).

Taking into account the assumptions of the multimodal narrative in the project, two direct non-participant observations, a video recording of the second observation and 3 semi-structured interviews were applied as instruments in order to collect the reflections on the experiences of the 9th grade English teacher (9th ET). Since, the multimodal narrative consists of collecting oral, written and multimedia data that allows the interviewer to enrich the research (Barkhuizen, Benson, & Chik, 2014).

In addition, in this research narrative, it was conducted the **analysis of narrative** (*paradigmatic one*) with the aim of analyzing the stories collected from the (9th E. T.) to categorize concepts in common within the stories. For this reason, this investigation had three stages: the *first stage*, which was called *in the field* according to (Clandinin & Caine, 2008), where there was an interaction with the participant and the researcher's Ethical part was also started and which was taken into account throughout the study.

In the *second stage*, the data collection took place, where there was a negotiation of the data between researcher and participant. In addition, this stage was composed of three dimensional narrative inquiry spaces: first, teacher interaction (personal and social), second continuity (past, present and future) and in the third space. And in the *third stage*, the study was reviewed by the participant and the English teachers of the B.A. program in order to be approved.

The **thematic analysis** was the type of analysis used for this qualitative research which consisted of a decoding process, where the most relevant topics and sub-themes of the data collected were taken into account according to what the authors established Barkhuizen, Benson, & Chik (2014). However, prior to the process of analysis of the narrative, the following constructs were pre-established in order to achieve the purpose of this study: *narrative*; *EFL teaching classroom practice* and *Course syllabus update*. And after organizing data, new sub-themes were emerging as part of the process of defining the themes and sub-themes, which also were supported by the excerpts of the (9th E. T.) as important keys for the analysis and research results.

2. RESEARCH STATEMENT

According to, (2011) quoted by (Berg & Dichaba, 2013) “teacher’s narrative has the potential to positively influence her praxis every day more” (pág. 471), even EFL teachers can, in some cases, discover important aspects about their own practice and self-evaluate according to their critical reflection on their performances. In the narration of personal experiences, teachers can reflect simultaneously on their practice and they can try to improve it as they mention it (Berg & Dichaba 2013).

The narrative of a teacher, however, cannot be seen in an isolated way. The context of the stories about their personal experiences is important (Barkhuizen, Benson, & Chik, 2014), because the context helps to understand and contextualize the facts of the experiences lived by the teacher during his/her performance. Besides, it can establish the relationship between the teacher’s past personal experiences and the context in which they developed them allowing to see himself/herself in perspective regarding future experiences.

Since during this project the type of narrative experiences of the ninth grade English teacher of a public school with a “Jornada Única” was used, where the curriculum is going through a process of reform taking into account what is proposed by the Ministry of National Education (MEN), where this teacher develops her classes according to what the school has stipulated for the English area, it is considered relevant to know how she has felt during this process of curricular transformation and the reasons why she has taken some decisions in regards of her teaching process not only because she is committed with what the Institution has set but also because she has some kind of inner motivation which conduct her to improve her teaching

skills and apply innovative strategies in order to transform her pedagogical practice and her students' learning process.

According to the aforementioned, this project seeks to know and understand through understand this phenomenon from the teacher's perspective, where it is possible to deepen the teaching of English as a foreign language, through aspects such as the use of English and its contexts. Therefore, this investigation was carried out through the direction of the project 3: The Voices of the LLEI realities: Life stories and experiences, due to this research intends to make known the experiences of the teacher teaching English as a foreign language in a given context, taking into account that the experiences of each teacher can be considered as unique, with a different way of relating them as mentioned (Polkinghorne, 1995).

Therefore, this research is considered innovative for this context, in the sense that the experience of the ninth grade teacher in this public institution is going through a process of transformation, in which this teacher has been developing her EFL teaching practice according to what the institution has suggested until now. And therefore it is considered necessary to enter to investigate and know from her own perspective, her own experience lived in this context during this process.

Finally, it is important to mention that this research idea emerged during the continuous interaction through the formative and pedagogical practices of the Bachelor's Degree in English as a Foreign Language developed at Integrado Juan Atalaya School (COLIJA) in Cúcuta, Norte de Santander, where it was possible to observe the English classes of ninth grade focusing on elements related to the context, the methodology, the curriculum and planning process.

Moreover, this interaction allowed the researcher to get in touch with the public institution to develop skills as a pre-service teacher.

In accordance with the above, it is intended to solve the following research question:

2.1 Research Question

What are the English Language Teaching reflections of an EFL teacher before, during and after adapting a syllabus in a group of 9th graders?

2.2 General Objective

Describe the English Language Teaching reflections of an EFL before, during and after adapting a syllabus in a group of 9th graders.

3. THEORETICAL FRAMEWORK

One of the ways to understand people's actions is to know more about them and the reasons that led them to do those actions, therefore the narrative inquiry is a good way to do it. In this type of research, it is possible to collect stories coming from people's personal life or experiences during the EFL teaching process. In this case, the stories about the experiences that the teacher (T) has from her perspective during EFL teaching classroom practice in the middle of a syllabus update in a public school was taken into account. Therefore, it is necessary to reflect upon the following constructs in order to achieve the purpose of this study: 1) *EFL Narrative: Experiences and reflections*; 2) *EFL Teaching Classroom Practices* and 3) *Adapting an English course Syllabus*.

1.1 EFL Narrative: Experiences and reflections

Beforehand, it is convenient to clarify the concept of narrative. The narrations began with the history of humanity when the people wanted to tell their stories through the language and save them from generation to generation, therefore, "nowhere is there a people without a narrative, simply the narrative is there, like life itself" (Barthes (nd, cited in Riessman, 2008. p.11) Also, because we are all narrative creatures, through narrative we give meaning to the experiences lived in the past, in the present and the future, by the passage of our lives and that of others (Moen, 2006), which means that each teacher has a variety of stories to tell about his/her teaching process both in the past and in the present which probably are or was part of future experiences.

According to (Barkhuizen, Benson, & Chik, 2014) "self-narratives, or the stories people tell about themselves, help us to understand the ways in which individuals situate themselves and their activities in the world." (p. 2). Narrative inquiry is relevant to research in our field because it helps us to understand the inner mental worlds of language teachers and learners and the nature of language teaching and learning as social and educational activity (Barkhuizen, Benson, & Chik, 2014). Therefore, the teacher's stories about her experiences during the process of EFL teaching classroom practice serve to understand her thinking and make sense of it in the context of the narrative itself. It also contributes to determine the role that the teacher, herself, perceives about her educational activity, how she is reflected in her EFL teaching process, what kind of desires she has had as well as the challenges faced during her pedagogical act.

Aforementioned, the narrative can be taken as a variety of stories told about an event in the past and according to (Rushton, 2004) its significance goes beyond because "lived experiences can be translated into rich narrative stories useful for both teaching and research" (p. 62).

Moreover, the narrative allows us to reflect on the experience and more if it refers to the teaching work, because from it, many stories can be obtained that allow reflection upon the teaching of the English language along with the characteristics of the context. Polkinghorne refers to this reflexive narrative as the primary form by which human experience is made meaningful (1988).

Therefore, it is considered that the multimodal narrative was helped the teacher to reflect because this type of data collection instrument is digital or physical elements, which are used during interviews along with oral or written statements. In addition, these can be subject to analysis in the research individually or in a group (Barkhuizen, Benson, & Chik, 2014).

On the other hand, Sarasa Cristina (2015) focused a research on the narrative of 40 pre-service teachers attending the course Overall Communication, in the English Teacher Education Program in the School of Humanities of the Universidad Nacional de Mar del Plata, Argentina, where the narrative was the phenomenon of research.

In addition, in her study she talks about two important points of the narrative such as: first, she cited to (Nelson, 2011) who say that narrative can also be useful for teachers because it can give them autonomy and discernment for making their own pedagogical decisions in relation to what is stipulated. Secondly, she cited to (Johnson & Golombek, 2011a, 2011b) who say that narrative has an important role in teaching, since it contributes to the professional training of teachers and even the narrative is an indispensable part of pedagogical training.

Moreover, Dickinson Sara (2012) based a study on the narrative of 5 pre-service teachers to learn about the influences of their identities as future teachers. In addition, it is mentioned that the narrative is a tool that helps solve questions asked by teachers during their pedagogical practice and that through it can be understood from the context of the narrative their conviction

(Moe, 2006). And he continues that the narrative is an excellent way for teachers to self-evaluate their teaching practice and this helps them to give meaning to their teaching practice (Johnson & Golombek, 2002).

Furthermore, Cavendish (2011) in a narrative research study based on the teaching experience from the culturally of 3 international primary teachers. The objective of this study was to investigate the stories about international intercultural experiences and how these experiences can affect teaching in one way or another. (Lyons & LaBoskey, 2002).

In the same way, this author establishes the narrative as a tool that contributes to the continued self-appreciation of educators about their own pedagogical practices, since from this they can ask themselves any question and in the same way solve it. And finally he mentions the narrative as a way of interpreting what happens around (Bruner, 1986; Clandinin & Connelly 2000; Coles 1989; Wortham, 2001).

1.2 EFL Teaching Classroom Practices

To start EFL teaching is the teaching and learning of the English language in a context where this language is not commonly spoken (Brown, 2007). As it is in Colombia, where English is taught as a foreign language due to the viability in the economic and global sphere, however, teaching this language in Colombia brings with it a series of challenges according to each context. Therefore, the teaching of English is obligatory in Colombia (MEN, 2013), and must be accompanied by the development of the skills and abilities of this language in order to guarantee greater opportunities.

On the other hand, about the concept of classroom practice, Wenglinsky (2001) says: “to study teacher classroom practices and the kinds of training and support pertinent to these

practices that teachers receive, it is necessary to draw primarily on findings from qualitative research” (p.5). Hence, the best way to learn and understand about the teacher’s narratives that allows to approach to the phenomenon to be studied in this process, which it is in this case her classroom practices, is through a qualitative research.

Now about teacher’s experiences Drake and Gamoran (2006, cited by Mendieta, 2011):

State that the relationships between teachers and syllabus are often filled with significant tensions and challenges, and that these tensions have to do in part with teachers' beliefs, experiences and opinions about the different issues that relate to their practices. As a result, teachers have come to adopt their own models of curriculum use which they constantly read, evaluate and adapt. (p.90).

Therefore, this research is focused on learning and teaching and their continuous interaction with the syllabus, the challenges that the teacher has faced and the way she has solved them during the EFL teaching classroom practice according to what the institution and the Ministry of National Education (MEN) demands.

In addition, “in the case that researcher must look for present experiences as illustrated by current actions or by actions to occur in the future. As a result, the researcher is considering "the past, present, and future" of the participants” Ollerenshaw and Creswell (2002, cited by Mendieta, 2011, p. 339). The past of the teacher because from there the teacher has formed his experience of the present and through the development of this research the teacher can reflect on these and also manage to think about her future experience with her students.

Finally, the experience of a teacher becomes an object of research study when the narrator (teacher) gives a meaning through the reflections that later help to improve both the experience and the listener Barkhuizen, Benson, & Chik (2014) cited by (Belalcázar, 2018). Therefore, in this research it was study the narrative of a teacher about her experiences in the EFL teaching

classroom practice, where it was contextualized around the process of updating in the ninth grade syllabus.

1.3 Adapting an English course Syllabus

Now, to talk about the syllabus, it was first mention the concept of *curriculum*, which is the macro document that contains the planning process of the English area in the context where this research was applied. Then, it was done an approximation of the concept of *syllabus* and finally *course syllabus update*.

First, according with the MEN (2002):

"The *curriculum* is the set of criteria, syllabus, methodologies and processes that contribute to the integral formation and to the construction of the national, regional and local cultural identity, including also the human, academic and physical resources to implement the policies and carry out the institutional educational project "(p.1). Besides, it also establishes in accordance with the article 77 of Law 115 of 1994 that each educational institution is autonomous to adapt this curriculum to the context of each one, in other words to the population that provides the service.

In addition, the MEN has established a suggested flexible curriculum and open to changes, which serves as a guide for educational institutions (EI) to update their syllabus, therefore all educational institutions are autonomous to adapt their syllabus according to what it is proposed in the suggested curriculum and its context (MEN, 2016). Besides, to make this complete update it must start with the *syllabus* since this serves as support for the classroom practice and also to have the clear objectives for a better EFL teaching.

Second, according to Brown (2007) cited by (Lobon, 2016): “the *syllabus* is a sequential list of objectives, topic, situation, skills and forms to be taught, it is often helpful to carry out a review of options in materials textbooks and resources”. It is even necessary to clarify that the syllabus is part of the curriculum and it is an aid for the English teacher because it helps to carry out the lessons in a consecutive order and to be able to plan each class with a time optimization.

In addition, the MEN has proposed a *curriculum* for the English area from grades 6 to 11, with which educational institutions (EI) must be governed to update their curriculums in accordance with what is proposed by MEN (2006) in the " Annex 16. Designing a Proposal for Suggested English their curriculum for Colombia ". Therefore, the curriculum suggested by (MEN, 2016) is support or guide for English teachers when updating the program of each grade.

Even this process is defined as an intentional strengthening of the syllabus that encourages the educational community to begin with the respective improvement actions based on pedagogical and curriculum reflection, in order to contribute to the achievement of better student learning within the framework of the training proposal established in the Proyecto Educativo Institucional (PEI) of each EI (MEN & Siempre Dia E, 2017).

On the other hand, according to a study carried out by Sarasa (2015), the curriculum cannot be constructed in the same way for subsequent generations, because it must be shaped from the needs of the current members of the educational community. In addition, she mentions that the narrative is part of the syllabus created by the educational community (Goodson, 2012). For this reason, teachers have prepared to restructure the curriculum, in the same way for this research, the idea that the narrative implicit in this curricular update should continue to be studied

Likewise, the *course syllabus update* is a process that must be seen from an individual construction and a collective construction. From an individual way as he says (Dickinson, 2012) who quoted McDougall (2010): "Identity is a fundamental part of a teacher's life when they face changes in their pedagogical practice." And from a collective way since the author recommends that when teachers are in periods of change and construction of the curriculum, they must develop them as a team, since in this way they can share their knowledge and achieve a better result.

To conclude, according to the wealth of empirical knowledge and theoretical knowledge, it is reinforced that the narrative is important to use as a means to know the dynamics and experience of the teacher understanding their teaching process and how it has mutated when facing new proposals methodological and even more to assume from their EFL teaching classroom practice.

2. RESEARCH DESIGN

Narrative inquiry is based on the story of stories about life stories, experiences, stories and autobiographical stories that goes hand in hand with research, in other words, it is a type of research that has implicit stories (Barkhuizen, Benson, & Chik, 2014). Also, the narrative is a research methodology, an approach, an instrument and phenomenon at the same time, according to (Barkhuizen, Benson, & Chik, 2014) "narrative inquiry is the only methodology that provides access to language teaching and learning as lived experiences that take place over long periods of time and in multiple settings and contexts." In other words, the narrative makes researchers go into the stories without going into them.

In this sense, the narrative of the English teacher was the object of study in this research and in the same way, it was analyzed having as methodological design the narrative research, “because narrative research can be described as the study of the stories that people come to *experience* and live in the world” (Clandinin and Connelly (2000) cited by Milner (2007, pág. 591)).

Linked to this usage, for the development of this research, it was born in mind the *multimodal narratives* as the starting point to identify and define the phenomenon through a data collection procedure. Multimodal narratives refer to not only oral or written narratives but also makes use of multimedia tools such as photographs, images, documents, links, etc. (Barkhuizen, Benson, & Chik, 2014).

Moreover, the narrative according to (Polkinghorne, 1995) who quoted Bruner (1985) says that there are two ways to conduct narrative research, these are distinguished between two types of reasoning, the narrative analysis and *analysis of narrative* (paradigmatic one). The first focuses on configuring the collected data and linking them according to a timeline to build a story (narrative) and the second focuses on analyzing the collected story from the search for categorizing concepts (pragmatic search) in common between the stories.

In addition, according to Polkinghorne (1995) this is divided into two types of pragmatic search: "(a) one in which the concepts are derived from previous theory or logical possibilities and are applied to the data to determine whether instances of these concepts are to be found; and (b) one in which concepts are inductively derived from the data" (p. 13).

Therefore, the paradigmatic analysis was applied with the objective of determining the conception and categories found in the information collected and in the same way the connection

between them. Further, the researcher's task is "to configure the data elements (not usually in storied form and which could come from field work, participant observation, personal and public documents and interviews) into a story that unites and gives meaning to the data as contributors to a goal or purpose" (Polkinghorne, 1995, pág. 15). It is clear that this research was carried out as an *analysis of a narrative* because the data was analyzed from the narrative of an English teacher about her experiences during the process of syllabus update for the ninth grade.

On the other hand, to begin to describe the process of this narrative research, which was focused on the teacher's analysis of narrative, it is worth mentioning that this process was based on the author Clandinin & Cadine (2008), who affirm: "Narrative inquiry is marked by its emphasis on relational engagement between researcher and research participants" (p.543). In this case it was a single participant (one English teacher) and this study had as **first stage** the one called by (Clandinin & Caine, 2008) *In the field* which started from a good interaction with the English teacher, finding of the research problem, contacting the teacher, explaining her what the research was about and subsequently requesting her the informed consent for collecting her narrative and publishing it later in the results and conclusions of this project.

The above was done in order to show the teacher that nothing would be done without her consent, because she is the owner of the story and she is part of the construction of it from the stage of interviews until the construction of the narrative itself. As (Clandinin & Caine, 2008) say: "research methodology has special attention to experience as a narrative phenomenon and its emphasis on relational engagement that places relational ethics at the heart of inquiry" (pág. 543)

Afterwards, considering the special interaction between participant and researcher, the **second stage** had the purpose of collecting the teacher's experiences through "*the field texts*,

commonly data, composed from conversations, interviews, and participant observations, as well as from artifacts" (Clandinin & Caine, 2008, pág. 544). And as it was mentioned before this process of data gathering was *multimodal* and negotiated between the participant and the researcher, taking into account what the teacher wanted to tell and what the researcher wanted to elicit from every interaction.

During the *data collection*, it was taken into account the three-dimensional narrative inquiry space which attend to experience temporality, sociality and place according to Clandinin & Caine (2008) the temporality, because some aspects of the present, the past and the future of the history of the narrative are understood all along with the participant's reflection, and interaction with the society due to the experiences that the participant mentions during the narrative and the place, because all narrative happens in a space.

Afterwards, in the **third stage**, the opinion of the teacher was taken into account, having in mind that she is the main and only participant of the narrative inquiry, based on the revision, reflection and approval of modifications of the field text. In the same way, the construction of the narrative was constantly reviewed by group of researcher professors of the English B.A. program to finally make the appropriate corrections and form the research text about the narrative of the experiences of the English teacher. To conclude, it is important to mention that this third stage arises from data analysis, which will be shown later in the next chapter.

2.1 Data collection Instruments

The teacher's narrative about her teaching classroom practice under a syllabus update was constructed from the application of data collection instruments (DCI, from now on), which "can be defined as the means, either physical or nonphysical, by which data is produced. More

specifically, the DCI can be defined as the means (physical or nonphysical) of producing quantitative or qualitative data to be analyzed and interpreted ". And they were carried out through non-participatory observations, video-class recording and semi-structured interviews along with the type of multimodal data collection since the narrative was built from the implementation of multimedia instruments such as documents and photos of the teacher's work (Barkhuizen, Benson, & Chik, 2014).

2.1.1 Chart to register non-participating observations

According to West (1994) cited by Griffee (2018, pág. 130) the observation "is the act of looking at something and recording the results in a way that produces data that can be analyzed and interpreted". 2 Non-participating observations were applied, with which they could be within the context and have no interaction with any participant (Williams, 2008).

This instrument was applied through an observation format with the purpose of taking notes (See appendix 1), and getting to know from a closer point of view the EFL teaching classroom practice without having interaction with the class participants. It was made 2 non-participating observations, those observations were made at different times, the first at the beginning of the investigation when the English syllabus update was beginning and the second at the end of this process, where each one lasted two hours. In addition, the same aspects were taken into account to detect changes in her pedagogical practice, aspects such as methodology, materials, teacher-student relationship, use of English and unforeseen.

Even in the second observation, it was done in a multimodal way to enrich the narrative as stated (Barkhuizen, Benson, & Chik, 2014) using the observational video recording, which is the video recording with the objective of observing an activity, where the researcher's camera

focuses on capturing actions and in this way archives information that can be use later in data analysis, as it is a useful analytical tool (Penn-Edwards, 2004). In addition, I would like to mention that this tool was also used for the 3 interview, which will be explained later.

4.1.2 Semi-structured interviews

The interview, it is usually a conversation between interviewer and participant with a structure and purpose for research (Dörnyei, 2007). Likewise, (Griffee, 2005; Kvale, 1996; Tuckman, 1999, p. 403; West, 1994, p. 7) cited by (Griffee, 2018, pág. 129) say that the interview “is a face-to-face meeting in which the data -register asks questions to someone”.

In this research, the interview was taken as the main instrument to collect the teacher's narrative about her experiences during her teaching classroom practice. And it was structured in Spanish to obtain the information in a more precise and clear way, where the teacher could express herself more freely and safely using her mother tongue. The interviews were carried out with a script and recorded so that they could be transcribed, and used for data analysis.

In the same way, this instrument was constructed as semi-structured, which uses a guide with the most relevant questions that respond to the purpose of the interview Richards (2003) cited by (Barkhuizen, Benson, & Chik, 2014). Moreover, during the data collection, this instrument was applied three times without a specific protocol or schedule, but using a flexible script with possible questions who could be change according to the participant's discourse. This flexibility, sought that the teacher did not feel harassed and could have time between the interviews so that she had new experiences which could be narrated in the following interviews as present or past experiences, in addition, it made possible for the teacher to reflect upon what these experiences implied.

The first interview lasted 45 minutes and was applied with the objective of being able to identify the elements (topics that appear more recurrent in the narrative) of her teaching classroom practice and to develop this interview the following documents were used: the curriculum, syllabus and lessons plan of the English area as a multimodal resource, which according to Porter (2001) cited by (Barkhuizen, Benson, & Chik, 2014) can be a tool used during the narrative collection process, which can be analyzed or not and can also be digital or non-digital. In this study, this artifact (the documents) were the subject of the first interview, since the interview was what the teacher could talk about these documents and they were non-digital this way the teacher was able to observe and manipulate them better (See appendix 2).

Then, the second interview lasted an hour and a half and was applied with the purpose of determining the elements found in the narrative and then be able to categorize them in the data analysis. The following topics were taken into account during the application of this instrument: syllabus, methodology, approach, teaching strategies, evaluation strategies, materials and resources provided by the institution, where it asked to teacher about her time teaching English in this institution, how she had done to teach in the middle of that adaptation process, the methodology, teaching and evaluation strategies, materials or resources that English was taught. (See appendix 3).

According to Barkhuizen, Benson, & Chik (2014) the multimodal narrative, it can be built with the help of a digital tool such as video, which let me, included visual component to complement and enrich the oral narratives. Therefore, in the third interview lasted an hour and the questions of the third interview with the teacher was created from the observational video recording, which has a duration of fifteen minutes and in order to be able to create questions about the teacher's perceptions about how she feels in this process, what advantages,

disadvantages she had in her teaching during this process of adaptation and the goals thought with the students. (See appendix 4).

3. DATA ANALYSIS

5.1 Analysis of narrative

This study is a *qualitative research* specifically a *narrative inquiry*, which according to two types of narrative research Polkinghorne (1995) cited by (Barkhuizen, Benson, & Chik, 2014), *analysis of narratives* refers to a research in which stories are used as data, and *narrative analysis* that refers to research in which storytelling is used as a means of analyzing data and presenting findings. Hence, in this study the narrative was elaborated from *the analysis of the teacher's narrative* with the purpose of understanding her experiences as a teacher during a syllabus update process.

Thus, the *analysis of narrative* is related to paradigmatic search called inductive analysis that consists of the researcher looking for the concepts between the data collected from the narrative and also defining the relationship between them, for this the researcher proposes categories and conceptual definitions, which may be adjusted until they are adequate according to the investigator's criteria. Glaser and Strauss's (1967) cited by (Polkinghorne, 1995).

Likewise, Van den Berg & Dichaba (2013) developed a study under the design of a narrative approach describing the experiences of pre-service teachers about their teaching and learning, which were analyzed under the theoretical steps of Dey (1993), with which the information was coded, categorized by relevant topics in the narratives, in order for teachers to reflect on their

own practice as a teacher. In addition, this study showed that pre-service teachers managed to learn and grow more as teachers from this experience, as is the narrative like in this research.

5.2 Thematic analysis

Bearing in mind the aforementioned, the analysis of this narrative will be carried out with the “the *thematic analysis*, which is mainly focused on the content of the narrative, the researchers collect many stories and inductively create conceptual groupings from the data” According to (Riessman, 2005, pág. 3). Likewise, this type of analysis was developed with a single participant (teacher), which means that this thematic analysis was a single case study, which refers to the stories originally told by the same participant (Barkhuizen, Benson, & Chik, 2014).

Thematic analysis “involves repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings.” (Barkhuizen, Benson, & Chik, 2014, pág. 75) In this type of analysis, broad topics are the first to emerge and subthemes subsequently emerge from them. Likewise, these topics and sub-themes arise from the purposes of the investigation.

5.2.1 Defining themes:

In the analysis of a narrative, the greatest amount of stories that the participant can tell is collected, in order to codify the concepts that conform themes and subthemes in common between these stories and understand the phenomenon.

Consequently, in the first place some categories were previously defined, which were determined according to the intentionality of the specific objectives in order to respond to the general objective and also according to the theoretical framework issues. Then the instruments

were created, they were applied with the English teacher, the data obtained were transcribed, which helped to create new categories.

Secondly, the previously defined categories (syllabus update, EFL teaching classroom practices and teacher perceptions) and those that emerged later were re-reviewed (English area, perception about MEN and perception about students) [and through the matrices applied to analyze the data emerged from the application of the instruments (observations and interviews), in the same way for delimit and determine the following most relevant and significant topics and sub-themes for this research, which will be accompanied by excerpts from the 9th grade English teacher and the code (9th E.T.) will be the way to quote the teacher.

Themes	Sub-themes	Narrative excerpts
Theme 1: <i>Before implementing a new English syllabus in 9th grade</i>	Sub-theme A: Constraints for English Language Teaching (ELT)	<i>“Yo pienso que hay una contradicción en el (MEN), porque si ellos a la final fueran a evaluar solamente la capacidad del estudiante para desenvolverse en forma oral o para comunicarse, pero es que a la hora de la verdad, ellos (MEN) van a evaluar es la parte de comprensión lectora y miran esa habilidad solamente.</i> <i>“Mira, te voy hacer muy sincera, yo ya empecé a meterme más en la parte comunicativa con este proceso de actualización, pero realmente yo reforzaba mucho la parte de comprensión lectora he, teniendo en cuenta los tipos de preguntas que evalúan en el ICFES, pero antes no lo, de verdad, no me enfocaba mucho en la parte comunicativa y en lo que yo leo ahora que todo, todo es mm comunicativo aun cuando qué días escuche una entrevista del rector de un colegio de Valledupar y el habla también que y sobre todo la parte de inglés y él decía que se debía reforzar mucho la parte de comprensión lectora porque a la hora de una prueba escrita llámese TOFEL, llámese Michigan, llámese lo que, la prueba que ellos vallan a presentar PET o KET, ellos lo que tienen que enfocarse es en eso”</i> <i>“Yo pienso que hay incoherencia en eso porque si el ministerio de educación no evaluara cómo evalúa en las pruebas del ICFES, en las pruebas saber, ellos no tenían en cuenta, haber me explico.... Ellos evalúan una cosa y nos mandan a aplicar otra porque dejémonos de echar más mentiras, el estudiante por sí solo no estudia, ellos no se preparan, por que digan no, yo quiero sacar 100 en la prueba del ICFES, quiero sacarme un puntaje porque lo necesito porque yo necesito sacarme una beca, ellos no lo hacen, ellos lo hacen si alguien los está dirigiendo. Entonces, yo pienso que no hay coherencia entre los libros</i>



		<i>porque son más aplicados a la parte de proyectos, la parte comunicativa y ese debe ser realmente el objetivo, ese es el objetivo porque los idiomas son para hablarlos, los idiomas son comunicarnos, he no sé si es porque nosotros ya tenemos la experiencia y a edad, nuestros jóvenes no lo entienden de esa manera.</i> <i>Entonces ahí es donde veo la incoherencia y a veces me pregunto, sigo con o coloco 50% proyectos basados en tareas, la enseñanza basada en tareas y el 50% aplicarlo en cuanto a pruebas ICFES, evaluándolos tipo pruebas ICFES”</i>
	Sub-theme B: Positioning myself as an English teacher	<i>“A ver, si más que siendo guía, yo me he ayudado mucho con todos los compañeros, no creo que haya sido como una guía sino al contrario hemos trabajado más como en equipo, ósea no me siento como que yo soy la que estoy orientando ese proceso, sino que entre todos nos hemos ayudado”</i> <i>“Como jefe de área me ha dado cuenta que nosotros no tenemos una buena comunicación he, cada quien se dedica al grado que le corresponde no se en lo personalmente no voy a mirar lo de 6,7 grado porque no estoy en esto momentos en esos grados; cada quien hace lo que tiene que hacer en su grado dependiendo de lo que se haya plasmado en el plan de área tratamos de que con el compañero y nunca hemos tocado ese, eso no se ha tocado en las reuniones de área y sería muy bueno”</i>
	Sub-theme C: Teacher’s feelings and perceptions while implementing an EFL syllabus in 9th grade.	<i>“He, a muchos les ha gustado, a otros les ha costado porque tienen muchas falencias he, les da miedo, no han hablado en público, les da miedo pronunciar, se sienten temerosos de que sus compañeros se burlen, he mm he tenido casualmente ayer con una de las niñas de 903, la niña Wendy Colmenares, la cual me ha sido difícil que ella hable, o sea que ella se exprese, cada vez que ella se va a expresar llora y ayer en una nivelación de inglés, ella me dijo que le estaba gustando porque ella estaba perdiendo el miedo a hablar, pero todavía le encuentro bastante, bastante barrera”</i> <i>“Ellos están motivados y eso me motivó a mí también a seguir haciendo este tipo de actividades, aunque yo sigo diciendo lo mismo, o sea tengo encuentros emocionales conmigo misma”</i> <i>“El objetivo es bastante grande, primero que tengan el gusto por la materia, segundo que lo que se les haya orientado durante el año escolar sirva para su vida, para seguir adelante en el conocimiento de la lengua, para que lo coloquen en práctica, para que tan pronto ellos salgan de aquí de la institución, logren obtener buenos resultados, primero en la prueba saber y segundo eh, en el conocimiento de una segunda lengua”</i>
Theme 2: <i>Living the implementation of a new ELT</i>	Sub-theme A: The experience of adapting new activities	<i>“Para el Listening yo uso las actividades propuestas por el libro, pero si quiero implementar lo de las canciones, por qué a ver Dayllan, no soy tan buena como para, colocar las canciones y empezar a cómo moverme con ellos y eso me he dado cuenta que a los jóvenes les gustan”</i>



process in 9th grade		<i>“Teniendo en cuenta las actividades propuestas y los proyectos que hay en el libro de English Please! me he guiado por ellas y las he reformado y los he colocado en contexto para poder llevar acabo en las clases. Cuando yo digo que los pongo en contexto es que miro la actividad que el libro me propone y si veo que me, que se ajusta a las cosas de los estudiantes, es decir que ellos vivan lo más real en inglés, es decir que las actividades se me ajusten a lo que ellos conocen al medio que ellos están viviendo”</i> The teacher used during the two photocopy observations that she created between the activities of the book suggested by the MEN called "English please!" 9th grade (2016) and reading comprehension activities taken from the internet. (Observations)
	Sub-theme B: The experience of changing her position as a teacher in the classroom	<i>“¿Qué cambiaría? La rigidez o sea soy muy rígida me gusta los ambientes donde todo el mundo está, así como prestando atención y me he dado cuenta que no se puede, que los estudiantes, que estoy ante un mundo de estudiantes imperativos, más activos, donde ellos quieren explorar, eso me gustaría cambiar.”</i> <i>“¡Hum! yo creo que es adaptarme, no es que ellos se adapten a mí, sino yo adaptarme a ellos, entenderlos, planear las actividades de manera que ellos puedan estar, que ellos puedan prestar atención primero porque eso es una desventajas, por ejemplo de pronto hacemos una actividad oral, el que está hablando Listo inicia la actividad, presenta su actividad pero después de que ya la ha presentado, ya empieza hablar atrás no sé o sea también eso, adaptarme...pero también colocar las reglas del juego las reglas de antes de iniciar la clase”</i> <i>“Casualmente también esta semana estaba leyendo sobre eso, qué es fundamental dar, exponer las instrucciones de la clase con mucha claridad y que hay que hacerla de una manera corta, precisa y concisa. Es decir, decirle a los estudiantes bueno se va hacer esto, se va hacer esta actividad sin tanto rodeo, es decir las instrucciones tienen que ser muy claras para que le sigan te sea capaz desarrollar la actividad”</i> <i>“Mi rol docente en el proceso de enseñanza-aprendizaje es activo, quiero que mis estudiantes de verdad sean personas, que quieran salir adelante, que tengan actitud para tomar y enfrentar lo que bien para ellos más adelante en su vida”</i> - The teacher's leadership capacity is evidenced due to the good management and control of the group. Teacher maintains rules of discipline and rules of coexistence during classes. (Observation 1) - It is evident that the teacher manages a cordial language with the students. She maintains a distance with the students from her role as a teacher to maintain authority in the classroom. (Observation 2)



Theme 3: What has changed after the implementation of an EFL Syllabus in 9 th grade	Sub-theme A: Reflections upon English Language Teaching	<i>“Bueno, la metodología para enseñar el inglés, todo depende del grado donde me encuentre pues he encontrado muchos tropiezos con los estudiantes, he encontrado los cuales no les gusta la materia, estudiantes más avanzados que otros, por lo tanto, mi metodología depende de cada uno de los grados”</i> <i>“Mm, de verdad en este momento no me acuerdo como se llaman, pero sé que las uso en clase”</i> <i>“Le cuento que me ha favorecido porque me he dado cuenta que a través de esa reestructuración hemos mejorado la calidad de las clases en el salón, en cuanto a que, vuelvo y te digo yo estaba más enfocada en la gramática y ahora puedo incluir todas las 4 habilidades a través de las distintas actividades y llama más la atención de los estudiantes”</i> <i>“Me ha ayudado bastante, he utilizado más estrategias, eh por lo menos a los estudiantes les gusta participar en lo que son los role-play, a ellos les gusta hablar, con limitaciones, pero ellos participan y ya no se vuelve la clase tan tediosa que es solamente llenar hojas y hojas y ya”</i> <i>“Yo siempre había trabajado gramática, de pronto una gramática, la enseñanza de la gramática muy tradicional, pero si llegué en un punto a darme en cuenta que era muy aburrido, que ese tipo de enseñanza para mis estudiantes era aburrido”, “por lo menos cuando llegó usted Dayllan para mí fue un cambio bastante motivante, me motivé muchísimo, ya me voy hacia el internet y yo busco actividades, sigo los pasos que me enseñó, que la inducción, que la parte previa ya sea con un juego o con una canción, con una actividad para meter al estudiante en lo que se va a enseñar, o sea eso ya me gusta y me siento motivada, la verdad bastante motivada”</i> <i>Y poder seguir aplicando esta metodología con los demás grados y socializarla con mis compañeros. “Mira que yo veía el año pasado a la profesora Cindy que estamos en el mismo grado y las actividades que ella hacía, que la veía que ella las hacía externamente a las horas de descanso les estaba dando muy buen resultado y los estudiantes que ella tiene ahorita en él en el COLIJA in Action fueron mis estudiantes y yo misma me pregunto cómo no fui capaz de explorar los, como no me di cuenta que esos potenciales estaban en mi clase” entonces tengo muchas expectativas ya focalice estudiantes que yo digo este estudiante el año entrante yo lo puedo manejar de esta manera o sea explorarlo de esa manera no manejar lo explorarlos</i> • It is observed that the teacher uses new teaching strategies and activities focused on developing communicative competence. (Observation 2)
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	Sub-theme B: Changes about my feelings as a teaching in the EFL classroom	<i>“Me siento en una etapa porque estoy en un proceso de renovación, lo hago de una manera muy consciente preparó mis clases Dayllan. Yo tengo una particularidad, qué que estoy en mi casa preparando el tema y yo estoy pensando en los estudiantes” ¿Esto es muy difícil? ¿Esto es muy fácil? ¿Si le servirá? ¿No le servirá? es decir, no aplico una actividad sin pensar en eso, sí es conveniente o no es conveniente, eso sí les sirve o no les sirve, entiendo cómo hacer ese paralelo, tiendo a ser ese paralelo teniendo en cuenta los tipos de preguntas que yo he visto en las pruebas saber, entonces trato de”</i> <i>“Si, lógicamente que me siento mejor ahora porque, eh anteriormente mi metodología estaba más basada en enseñar gramática en explicar temas específicos y ahora pues me baso más en el contexto real, con actividades teniendo en cuenta el contexto real”</i> <i>“Yo actualmente me siento como los niños, o sea siento que yo tengo que estar a nivel de ellos yo siento que yo no puedo, no puedo decir tengo 51 años y mi niños tienen 13 tengo que darme a ellos y tengo que mejorar, mejorar y mejorar, tengo que hacer las clases teniendo en cuenta que yo ya estoy trabajando con niños que quieren cada día más y que necesito motivarlos porque “para nadie es un secreto que estamos en un medio con el que estudiantes que el entorno sociocultural no les ofrece mucho y que ellos no tienen muchas expectativas entonces hay que motivarlos y que ellos entiendan que si ellos no se preparan, ellos no van a poder llegar a donde ellos quieren llegar y que sueñen”</i> <i>“mmm no Conforme, conforme no porque como te digo yo necesito mejorar más yo necesito mejorar en la parte metodológica, yo necesito mejorar las actividades pues casualmente estuve hablando con el profesor Andrés, le comenté a él, el me hizo una explicación de algo que él hace en su clase y la quiero poner en práctica”</i> <i>“Pero tengo un, tengo una gran debilidad que yo manejo muy poco lo que es la tecnología trato de hacerlo en mis posibilidades, yo le pregunto a mi hijo bueno hijo yo cómo hago para bajar un video y hago lo que está a mi alcance y lo otro lo pregunto, preguntó lo que bueno cómo hago esto, por lo menos en el caso cuando me enseñaste a cómo tomar pantallazos”</i>
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5.2.2. Theme 1: Before implementing a new English syllabus in 9th grade

Sub-theme A. Constraints for English Language Teaching (ELT): as it was mentioned before, the teacher was used to teach English focused on developing just reading comprehension and the use of language through grammar, therefore, when adapting its teaching

to a new methodological approach that suggested by the MEN, the teacher expresses that the MEN (2016) contradicts itself:

(9th E.T.) “Yo pienso que hay una contradicción en el MEN, porque si ellos a la final fueran a evaluar solamente la capacidad del estudiante para desenvolverse en forma oral o para comunicarse, pero es que, a la hora de la verdad, ellos van a evaluar es la parte de comprensión lectora y miran esa habilidad solamente”.

According to what the teacher says, the MEN (2016) in the suggested curriculum to adapt the English syllabus course of educational institutions proposes teaching through the development of communicative competence, which integrates the four skills of English (reading, writing, listening and speaking) with the objective that students can know and know what to do with the English language in a given context. However, when MEN evaluates them the SABER test in eleven grade in the English part of the test, this does not evaluate the students' four skills because the SABER test only evaluates one skill, which is the ability of reading comprehension because the MEN evaluates according to what is determined by the Common European Framework of Reference (MCER), which has established particular activities in the reading process in which the user as a reader receives and processes input information (ICFES, 2017, p. 13)

Likewise, it considers it necessary to clarify that the teacher is aware that developing communicative competence is productive because it helps students to communicate. On the other hand, she confuses speaking skill with communicative competence because she thinks they are the same.

(9th E.T.) “Entonces, yo pienso que no hay coherencia entre los libros porque son más aplicados a la parte de proyectos, la parte comunicativa y ese debe ser realmente el objetivo, ese es el objetivo porque los idiomas son para hablarlos, los idiomas son comunicarnos”.

Then, in an other interview she express that is more relevant to develop reading comprehension skills than communicative competence (all skills) and later she relies on what a

rector of Valledupar said, who says students should be taught to that they can present a test such as TOEFL, PET and KET, which evaluate the four skills and not just reading comprehension.

For this reason it is considered that the teacher has a confusion of both concepts and communicative objectives.

(9th E.T.) “él decía que se debía reforzar mucho la parte de comprensión lectora porque a la hora de una prueba escrita llámese TOFEL, llámese Michigan, llámese lo que, la prueba que ellos vallan a presentar PET o KET, ellos lo que tienen que enfocarse es en eso”.

Sub-theme B. Positioning myself as an English teacher: Taking into account that she is a leader, she considers that all the responsibility is upon her, nevertheless, she does not like to make the decisions by herself, on the contrary, she allows her English colleagues to decide in the same way as she mentions:

(9th E.T.) “A ver, si más que siendo guía, yo me he ayudado mucho con todos los compañeros, no creo que haya sido como una guía sino al contrario hemos trabajado más como en equipo, ósea no me siento como que yo soy la que estoy orientando ese proceso, sino que entre todos nos hemos ayudado”.

In addition, she has realized that as a working group they need communication and more unification:

(9th E.T.) “Como jefe de área me ha dado cuenta que nosotros no tenemos una buena comunicación he, cada quien se dedica al grado que le corresponde no se en lo personalmente no voy a mirar lo de 6,7 grado porque no estoy en esto momentos en esos grados; cada quien hace lo que tiene que hacer en su grado dependiendo de lo que se haya plasmado en el plan de área tratamos de que con el compañero y nunca hemos tocado ese, eso no se ha tocado en las reuniones de área y sería muy bueno.

The idea of a better area organization for the teacher is to be able to unify the themes, activities and other materials between the same courses. In this case, she is working together with another teacher in the ninth grade and she believes that they should plan together because in this way it will be more uniform what is planned and what is carried out in ninth grade. This can be favorable for both teachers because it would help them share knowledge and reflect on their pedagogical practice as stated by the author (Dickinson, 2012) who quoted McDougall (2010)

who says that for better results in the EFL Teaching Classroom Practice should consider updating the curriculum both individually and collectively to share experiences, knowledge and achieve better progress with students.

Sub-theme C. Teacher's feelings and perceptions while implementing an EFL

syllabus in 9th grade: According to the teacher, students respond positively to the adaptation process, as the teacher states:

(9th E.T.) "He, a muchos les ha gustado, a otros les ha costado porque tienen muchas falencias he, les da miedo, no han hablado en público, les da miedo pronunciar, se sienten temerosos de que sus compañeros se burlen, he mm he tenido casualmente ayer con una de las niñas de 903, la niña Wendy Colmenares, la cual me ha sido difícil que ella hable, o sea que ella se exprese, cada vez que ella se va a expresar llora y ayer en una nivelación de inglés, ella me dijo que le estaba gustando porque ella estaba perdiendo el miedo a hablar, pero todavía le encuentro bastante, bastante barrera"

Besides, the teacher recognizes the benefits of the implementation of the Task based Language Teaching (TBLT), since this methodology and approach suggested by MEN (2016) is based on the development of Tasks in the form of activities that help the student to exercise and strengthen English skills (Reading, listening, writing and speaking) in an integrated way (Nunan, 2005). Since, this methodology has allowed students to assume a more active role in their learning process because previously the teacher used to keep students in a passive role because she taught focused on grammar and reading comprehension. Therefore, the students were accustomed to activities that did not require much movement and class participation.

For this reason, when she applied (TBLT) the student's motivation increase and during the adaptation process she was able to perceive these positive changes both for her and for her students:

(9th E.T.) "Le cuento que me ha favorecido porque me he dado cuenta que a través de esa reestructuración hemos mejorado la calidad de las clases en el salón. Me ha ayudado bastante, he utilizado más estrategias, eh por lo menos a los estudiantes les gusta participar en lo que son los role-play, a ellos les gusta hablar, con limitaciones, pero ellos participan y ya no se vuelve la clase tan tediosa que es solamente llenar hojas y hojas y ya"

These improvements make the teacher motivated to continue innovating and achieve the teaching-learning objective with her students like she says:

(9th E.T.) *“Ellos están motivados y eso me motivó a mí también a seguir haciendo este tipo de actividades, aunque yo sigo diciendo lo mismo, o sea tengo encuentros emocionales conmigo misma”*

Since, the teacher commented that the students did not have enough motivation with respect to the subject and for this reason the teacher comments that she aims to continue increasing the motivation of her students.

(9th E.T.) *“El objetivo es bastante grande, primero que tengan el gusto por la materia, segundo que lo que se les haya orientado durante el año escolar sirva para su vida, para seguir adelante en el conocimiento de la lengua, para que lo coloquen en práctica, para que tan pronto ellos salgan de aquí de la institución, logren obtener buenos resultados, primero en la prueba saber y segundo eh, en el conocimiento de una segunda lengua”*

5.2.3. Theme 2: Living the implementation of a new ELT process in 9th grade

Sub-theme A. The experience of adapting new activities: During this process the teacher had to adapt the material she had to use in her English classes according to the topics and according to the learning styles of her students, as she expresses:

(9th E.T.) *“Teniendo en cuenta las actividades propuestas y los proyectos que hay en el libro de English Please! me he guiado por ellas y las he reformado y los he colocado en contexto para poder llevar acabo en las clases”.*

Since she worries that the material, activities and content she is going to teach are striking, understandable and beneficial to them. Before planning an activity, she reflects upon whether the activity is easy for students, which helps her to take into account the tastes of students with the aim of increasing enthusiasm for learning EFL.

Moreover, the teacher uses resources offered by the institution such as the speaker that is available for her to facilitate her classes and strengthen the listening skill, which is a skill that the

teacher considers very important to reinforce with her students, since the students do not develop it in a different environment from the classroom.

(9th E.T.) “Para el listening yo uso las actividades propuestas por el libro, pero si quiero implementar lo de las canciones, por qué a ver Dayllan, no soy tan buena como para, colocar las canciones y empezar a cómo moverme con ellos y eso me he dado cuenta de que a los jóvenes les gustan”.

She was more encouraged to develop this ability during the adaptation process and others because she recognizes that in Colombia the English is taught as a foreign language because language learners do not have frequent contact after leaving class (MEN, 2006). In addition, teacher takes into account the listening activities found in the “English Please!” Book suggested by (MEN, 2016) for the ninth grade in which the teacher is teaching in the current school year.

Sub-theme B. The experience of changing her position as a teacher in the classroom:

It was observed that the teacher wants to maintain respect and authority by imparting respect in the way she addresses students, which is the most favorable with this population because they are teenagers and it is appropriate for students to recognize the teacher as figure of authority and comply with the orders and instructions of the teacher because the teacher likes to take control of the class and the participation of the students during the class.

In addition, she expresses that rigidity is one of the things she intends to change because she realized that it does not allow students to feel comfortable, safe and free to participate in class. But she still recognizes that it is an aspect that should improve.

(9th E.T.) “¿Qué cambiaría? La rigidez o sea soy muy rígida me gusta los ambientes donde todo el mundo está, así como prestando atención y me he dado cuenta de que no se puede, que los estudiantes, que estoy ante un mundo de estudiantes imperativos, más activos, donde ellos quieren explorar, eso me gustaría cambiar”.

Even, she says that this change to this aspect must be adapted to this new generation where they are more active and for them to feel in a friendly context to make mistakes and learn from mistakes, which is something that affects these students because they are afraid of being

wrong and that is why they do not dare to communicate through the EFL but in the same way make a balance as she states:

(9th E.T.) “¡Hum! yo creo que es adaptarme, no es que ellos se adapten a mí, sino yo adaptarme a ellos, entenderlos, planear las actividades de manera que ellos pueden estar en silencio porque por ejemplo hacemos una actividad oral, el que está hablando listo inicia la actividad, presenta su actividad, pero después de que ya la ha presentado, ya empieza hablar atrás no sé o sea también eso, adaptarme, pero también colocar las reglas antes de iniciar la clase”

5.2.4. Theme 3. What has changed after the implementation of an EFL Syllabus in 9th grade

Sub-theme A. Reflections upon English Language Teaching: this sub-theme was a process where the teacher reflected on her own teaching as she mentions it:

(9th E.T.) “Bueno, la metodología para enseñar el inglés, todo depende del grado donde me encuentre pues he encontrado muchos tropiezos con los estudiantes, he estudiantes lo cuales no les gusta la materia, estudiantes más avanzados que otros, por lo tanto, mi metodología depende de cada uno de los grados.

In this sense, the students were presenting low motivation for the subject due to the rigidity, the way she was teaching, developing the reading comprehension in the students but nevertheless she did not remember the methodological concepts:

(9th E.T.) “Mm, de verdad en este momento no me acuerdo como se llaman, pero sé que las uso en clase”

However, she maintains a constant interest in fulfilling her teaching duty and doing her best, as long as this is for the benefit of the students.

(9th E.T.) “Mi rol docente en el proceso de enseñanza-aprendizaje es activo, quiero que mis estudiantes de verdad sean personas, que quieran salir adelante, que tengan actitud para tomar y enfrentar lo que bien para ellos más adelante en su vida”

Besides, during this process the teacher has taken autonomy in her teaching to apply the methodology proposed by the MEN (2016) for her school grade. Although as she says, she has always had autonomy in her teaching because the coordinators and the principal give teacher's freedom to carry out their classes according to their criteria. Which is good, because teachers can

work in a more flexible way, where they can innovate, create and strengthen their teaching-learning process to their styles.

Therefore, the teacher during that process began to apply the methodology proposed by MEN (2016) TBLT for the ninth grade in order for students to enhance the English four skills (Reading, listening, writing and speaking) in an integrated manner, encourage teamwork and proficiency with English as a foreign language (EFL). And during the practice of this methodological emphasis, the teacher could realize that with this methodology the students were more interested in the subject, they were more participatory because this methodology makes the students do small tasks contextualized to the closest and more real for students with the goal of obtaining fluency in the EFL (Nunan, 2005).

Additionally, the teacher said that the interaction between her and the researcher motivated her to improve her teaching during this adaptation process.

(9th E.T.) "por lo menos cuando llegó usted Dayllan para mí fue un cambio bastante motivante, me motivé muchísimo, ya me voy hacia el internet y yo busco actividades, sigo los pasos que me enseñó, que la inducción, que la parte previa ya sea con un juego o con una canción, con una actividad para meter al estudiante en lo que se va a enseñar, o sea eso ya me gusta y me siento motivada, la verdad bastante motivada"

Which could be noticed during the second observation, since in this it is observed that the teacher uses new teaching strategies and activities focused on developing communicative competence with the objective that students have more opportunities to use the EFL along with material adapted for the students and thus make them lose their fear of using the EFL. Unlike, the first observation where more grammar teaching was observed in a traditional way and activities focused on reading comprehension.

However, the teacher was motivated to continue using the TBLT methodology with her students in the following year. Since, she could observe that her partner of the same grade (9th)

was giving this methodology a result along with the development of activities focused on speaking skill, she also wants to try to do the same and see how it works for her.

(9th E.T.) “Mira que yo veía el año pasado a la profesora Cindy que estamos en el mismo grado y las actividades que ella hacía, que la veía que ella las hacía externamente a las horas de descanso les estaba dando muy buen resultado y los estudiantes que ella tiene ahorita en él en el COLIJA in Action fueron mis estudiantes y yo misma me pregunto cómo no fui capaz de explorar los, como no me di cuenta que esos potenciales estaban en mi clase”

Also, because she is motivated because her students showed an increase in their interest in learning, which made her think this way.

Sub-theme B. Changes about my feelings as a teaching in the EFL classroom: This sub-topic gathers the teacher's mixed feelings in the middle of the process and at the end of this process as she felt. Even, what were the difficulties and how she with the help of her colleagues could overcome them.

In the middle of the process of updating the English course syllabus of 9th grade, the teacher expresses that she feels in a process where she is constantly wondering about the veracity of her activities at the moment of applying it to the students as she expresses it:

(9th E.T.) “Me siento en una etapa porque estoy en un proceso de renovación, lo hago de una manera muy consciente preparó mis clases Dayllan. Yo tengo una particularidad, qué que estoy en mi casa preparando el tema y yo estoy pensando en los estudiantes”

However, despite being in a constant question about whether her activities are consistent with her population or not, she feels better now because she considers that she has made a positive change in her methodology and which is reflected in the attitude of the students.

(9th E.T.) “Si, lógicamente que me siento mejor ahora porque, eh anteriormente mi metodología estaba más basada en enseñar gramática en explicar temas específicos y ahora pues me baso más en el contexto real, con actividades teniendo en cuenta el contexto real”

Subsequent, the teacher through her feeling of satisfaction after going through this update process, she recognizes that the process of updating the English syllabus helped her improve her teaching skill, since through this process she was able to contextualize her activities to a more real version and not only focus them in grammar. This happened because the teacher made the decision to try to teach with the TBLT to increase her students' motivation for learning English, which was equally rewarding for the teacher because she realized that changing the methodology not only helped herself but also the students.

Besides, she feels like a girl who wants to continue learning and improve in all aspects she should do since she wants to continue working as teacher after retirement.

(9th E.T.) “Yo actualmente me siento como los niños, o sea siento que yo tengo que estar a nivel de ellos yo siento que yo no puedo, no puedo decir tengo 51 años y mis niños tienen 13 tengo que darme a ellos y tengo que mejorar, mejorar y mejorar”

Because the teacher has the desire to learn more every day, which is very beneficial for the students because she thinks that her age is not an impeachment for her to learn to teach according to the new generations of young people, to their styles and tastes. She also considers that she cannot continue teaching as she taught years ago because young people are not equal, each generation has its characteristics and the fact that teacher has the thought of being updated is a plus that makes her able to improve her EFL teaching classroom practice.

Furthermore, taking into account the population of this institution, the teacher says that students do not have many aspirations about their future but that she constantly tells them to dream, to study because the future will be more difficult for them if they do not prepare themselves. This is done by the teacher because she knows that these students do not have enough motivation coming from their parents and therefore, she feels the need to do so.

(9th E.T.) “para nadie es un secreto que estamos en un medio con el que estudiantes que el entorno sociocultural no les ofrece mucho y que ellos no tienen muchas expectativas entonces hay que motivarlos y que ellos entiendan que, si ellos no se preparan, ellos no van a poder llegar a donde ellos quieren llegar y que sueñen”

On the other hand, this process made by the teacher also implies that the teacher cares so much for her students because she became more flexible in terms of changing the methodology to make her students learn in a way that they liked and could see the English language as a tool to succeed in the future and not as an obligation. However, she does not feel satisfied and that is fine because she has the constant desire to continue improving her methodology.

(9th E.T.) “mmm no conforme, conforme no porque como te digo yo necesito mejorar más yo necesito mejorar en la parte metodológica, yo necesito mejorar las actividades pues casualmente estuve hablando con el profesor Andrés, le comenté a él, el me hizo una explicación de algo que él hace en su clase y la quiero poner en práctica”

And finally she concludes that she has a weakness that does not allow her to advance in her improvement process, which is the lack of technological knowledge but it is something that she can probably improve more quickly because it only depends on her, instead the methodology depends of both (teacher and students).

(9th E.T.) “Pero tengo un, tengo una gran debilidad que yo manejo muy poco lo que es la tecnología trato de hacerlo en mis posibilidades, yo le pregunto a mi hijo bueno hijo yo cómo hago para bajar un video y hago lo que está a mi alcance y lo otro lo pregunto, preguntó lo que bueno cómo hago esto, por lo menos en el caso cuando me enseñaste a cómo tomar pantallazos”

And it should be noted that the teacher does not know how to do something, she looks for the way or asks for help to develop some technological task, but she does not give up, she is always giving her best and that is worthy of a good teacher.

6. CONCLUSIONS

This research was initiated with the intention of knowing from the teacher's narrative the experiences of an English teacher who aroused great interest for this research as a main participant of this, since despite her years of experience as a teacher of the participant she continues to train and wants to learn more every day. Furthermore, because the 9th grade English course syllabus was going through an update process. For this reason, we wanted to know the experiences of an English teacher before, during and after the update process in a public school in the city of Cúcuta.

Therefore, observation instruments were used accompanied by a video recording and interviews to collect the teacher's experiences and reflections on these during the update process, which was the central focus of this research, since everything revolves around of this process, which helped the English teacher improve many of his way of teaching and seeing the teaching of English.

Then, from the process of analysis and results to be able to fulfill the objective of the investigation, topics and sub-themes with more relevance in the teacher's narrative were established such as the first theme about the challenge of starting with a new syllabus in 9th grade, where teacher perceptions of the guidelines on teaching English and national assessment of the level of English in students are involved. In the same way as was her role as head of area during this adaptation process and the perception she could observe of her students regarding the adaptation of the syllabus in the ninth grade.

It is worth mentioning that the narrative of the teacher's experiences was analyzed from an objective perspective, giving the truth that the results of the analysis require. And for this

reason, it can be concluded that the teacher does not agree as the MEN proposes to teach in the ninth grade through the four skills in an integrated way and then this one evaluates through the PRUEBAS SABER only through a single skill (understanding reader) which creates (good results in the PRUEBAS SABER) and what the MEN proposes.

This personal contradiction she called her (personal encounters) because of what she goes through and in the same way all the teachers who care that their students get good results in the PRUEBA SABER, which measures the level of an institution according to the performance of their Students in this test. Similarly, the teacher with the objective of complying with the proposed by the MEN for the ninth grade, where she adapted her methodology with the TBLT methodology suggested by the MEN (2016).

This adaptation process could increase the motivation in ninth-grade students for English language learning, since for the students this mentioned methodology was a new experience for both the teacher and the students, which was well received by them and also by the English teacher. Since she had been looking for a way to increase her students' motivation, then this process contributed to this need that the 9th grade in English was presenting. This phenomenon is commonly seen in this type of vulnerable population due to the lack of interest on the part of the same students and even for lack of motivation on the part of the parents, who do not give the same importance to the learning of the EFL.

On the other hand, the teacher, although she was the head of the English area, she had not been guiding her co-workers, but they all made decisions regarding the area. In addition, she considers it necessary to improve communication between them as co-workers but sincerely what she really wants as head of area, to unify the topics, activities and worksheets so that each

level of course has a homogeneity. Which would develop more group work, reflection and to share knowledge to form great things for a quality education.

In the second topic about the living a new process in 9th grade, the teacher's experience is adapted by adapting new activities and the experience of changing her position as a teacher in the classroom, with which the teacher's effort is made known by the adaptation of the TBL methodology, for the continuous search for activities that were in accordance with the students' learning styles. The teacher has great conviction to reinforce in students through activities the listening skill because the apprentices do not have more spaces and interaction with this language and English in this public institution of Colombia is taught as a foreign language.

Even the teacher concluded that she changed her rigidity, which will be a great advance for the teacher if she continues with that thought because students do not feel confident enough to interact in the classroom due to the distance that the teacher generates in the environment, in the relationship between teacher-students. Similarly, without neglecting the respect and authority she imparts in the classroom with the students because these aspects are important to keep at all times so as not to lose the order of the class.

According to the impact of the teacher's changes in her teaching of the EFL in the classroom, she was able to reflect on her own feelings that emerged with this process. The teacher felt good about the feeling of duty fulfilled, like children because even she has the desire to continue training, learning more and more about new ways of teaching and adapting to the generation of her students, since one as a teacher cannot expect your students to learn in the same way as you learned if you don't adapt to them and look for the tools necessary to carry it out.

Finally, the teacher reflected on the changes in her methodology since she previously taught how to teach was focused on reading comprehension and grammar based on the fact that this was going to help students obtain good results. However, she realized that the four English skills can be integrated through the TBLT methodology proposed by MEN (2016) for the ninth grade and with which the teacher made her process of adapting the English syllabus.

In addition, the teacher wants to continue the following year applying this methodology, since she was already able to put it into practice and noticed positive results in the students' attitude change. Even because the teacher's classes were falling into monotony and for this reason the students had lost motivation for learning the EFL. The teacher applied new teaching-learning strategies that allowed her and her students to grow together.

In the same way, I also learned as a pre-service teacher that narrative is an excellent and important tool during the teaching-learning process that helps us reflect on how we are carrying out our teaching and how to improve it. Furthermore, the experiences are part of our life as teachers and it is from them that we can continue or start again with strategies that allow quality education.

This research impacted me because it contributed to my personal and professional growth, I had the opportunity to know the experiences of a teacher who taught me that age is not a limitation to continue learning, a student can give all of it as much as one I motivate it and as much as I want, to train my character as a teacher, research is useful at all times and I have to know how to take advantage of it, which I can take into account in my future as a teacher.

The narrative research is part of a subproject called voices of the LLEI: Life histories and experiences, since this research nurtures this subproject by bringing with me a story about

experiences teaching English in a given context as it was, in this case in a process of updating an English syllabus. At the moment of telling our experiences we are part of a narrative, these become a reflection that are part of the understanding of ourselves, of what we feel, of the context that surrounds us and of those involved in our lives.

For the moment, no more narrative research with the investor's participant is suggested because an intervention is considered necessary from an action investigation that allows the teacher to recognize this type of research and from this, she can continue to improve her teaching-learning process, since that she wants to learn more every day, for this reason she will continue training, looking for ways to improve from the personal and professional.

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ANNEXES

Annex 1. Chart to register non-participant observations.

Non-participating observation

Observation No. ____ Date: _____ Place: _____ Grade: ____

Hour: _____ Time: _____

ASPECTS TO BE OBSERVED	DESCRIPTION OF THE OBSERVATION
<i>Teaching and learning strategies</i>	
<i>Methodology</i>	
<i>Resources and Materials</i>	
<i>Teacher-student relationship</i>	
<i>Use of English</i>	
<i>Others</i>	

Annex 2. Semi-structured interview N° 1**1. Semi-structured interview**

Objective: Describe from the teacher's narrative the process of updating the course syllabus in the English area for ninth grade.

Name _____ Date: _____

Place: _____ Time: _____ Duration: _____

1. ¿Cuál es su opinión sobre el currículo sugerido del Ministerio de Educación Nacional para la enseñanza y el aprendizaje del inglés como lengua extranjera?

En su opinión, ¿qué aspectos son importantes para actualizar un plan de área de inglés?

2. En su opinión, ¿cómo considera que los documentos del Ministerio De Educación Nacional relacionados con el currículo sugerido le han aportado al proceso de actualización del plan de área?
3. Teniendo en cuenta que ya se actualizó el plan de área, me podría decir:
 - 4.1 Describa los aspectos más relevantes que se han tenido en cuenta para la actualización del plan de área de inglés en esta institución.
 - 4.2 Me podría decir, ¿De qué manera el Proyecto Educativo Institucional ha tenido lugar en la actualización del plan de área de inglés? ¿Por qué?
 - 4.3 ¿Cuál es la metodología que se ha propuesto para noveno grado? ¿Por qué?
 - 4.4 ¿Cómo ha sido ese proceso de actualización junto con el apoyo de los 8 docentes más del área de inglés?
 - 4.5 ¿Cómo ha sido este proceso desde su rol como jefe de área de inglés?
 - 4.6 De acuerdo con el aporte de proyectos transversales del plan de área (p.5-6), describa como estos han estado relacionados con las temáticas del área de inglés.
 - 4.7 Me podría decir ¿qué función ha tenido la evaluación en la actualización del plan de área?
 - 4.8 ¿Cuál ha sido el acompañamiento de las directivas de la institución en el proceso de actualización del plan de área de inglés?

Annex 3. Semi-structured interview N° 2**2. Semi-structured interview**

Objective: Determine the elements of the teacher's narrative during her classroom practice of teaching English as a foreign language in the ninth grade at public institution.

Name _____ Date: _____

Place: _____ Time: _____ Duration: _____

1. ¿Cuál es su perfil docente?
2. ¿Cuánto tiempo lleva orientando en la disciplina de su formación académica?
3. ¿Cuánto tiempo lleva laborando en la institución educativa Integrado Juan Atalaya?
4. ¿Cómo es su metodología para enseñar?
5. ¿Cuál es la metodología que se ha propuesto para noveno grado? ¿Por qué?
6. ¿Cuáles son los recursos, materiales o herramientas que usted utiliza en sus clases? Y
¿Cómo dichos elementos le permiten orientar mejor los procesos de la enseñanza-
aprendizaje?
7. ¿Qué tipo de estrategias utiliza para enseñar?
8. ¿Qué tipo de estrategias utiliza para evaluar?
9. Me podría describir ¿Cómo usted planea una clase?
10. Me podría describir una clase paso a paso
11. ¿Qué estrategias utiliza para apoyar a los estudiantes que presentan dificultades en el proceso
de aprendizaje de la lengua extranjera-inglés?
12. ¿Cómo ha favorecido la reestructuración de la malla curricular a su proceso de enseñanza-
aprendizaje?
13. Me podría describir ¿Cómo se mantiene actualizada frente a las nuevas tendencias, métodos
o enfoques en la enseñanza del inglés?

Annex 4. Semi-structured interview N° 3**3. Semi-structured interview**

Objective: Describe from teacher's narrative her perceptions about her experiences during the process of updating the course syllabus in the English area for ninth grade.

Name: _____ Date: _____

Place: _____ Time: _____ Duration: _____

1. ¿Cómo se ha sentido antes, durante este proceso, ahora actualmente?
2. ¿Cómo auto-evaluaría su enseñanza del idioma inglés?
3. ¿Se siente conforme con su enseñanza?
4. Si pudieras cambiar algo sobre su forma de enseñanza, ¿qué cambiaría? ¿Por qué?
5. ¿Siente que ha avanzado o mejorado su proceso de enseñanza durante este proceso de actualización del plan de área?
6. ¿Cuáles han sido sus aciertos y desaciertos metodológicos en la enseñanza del inglés?
7. ¿Cuáles han sido las ventajas y las desventajas de práctica pedagógica en medio de este proceso de adaptación curricular?
8. ¿Qué expectativas tiene con sus grupos de noveno grado?
9. ¿Cuáles son los retos que usted enfrenta adaptando su metodología al proceso de adaptación curricular?