

NARRATIVES OF: The life-history of a Pre-service English Teacher in the region of Rio

Raposo

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NARRATIVES OF: The life-history of a Pre-service English Teacher in the region of Rio

Raposo

RESEARCH FIELD

The use of the English Language and its Contexts

RESEARCH SUBPROJECT

The Voices of the LLEI realities: Life stories and experiences

Research report presented as a requirement for the title in

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ACCEPTANCE NOTE The research project “NARRATIVES OF: The life-history of a Pre-service English Teacher in the region of Rio Raposo” presented by JUDITH YANETH GAMBOA ANDRADE as a final project to receive the title of Bachelor in English as a Foreign Language has been approved.

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First, and most importantly, to God. He shall
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ABSTRACT

To speak of pre-service teachers in Colombia is to talk about different realities. That is, their experiences, experiences, beliefs and ways of life of teachers who perform their work in urban contexts and these differ from teachers who are in rural contexts. And it is referenced in these last ones that my study of autobiographical narrative research is given and how it is practiced in rural contexts. The objective of this narrative study is to describe how the life experiences of a pre-service teacher in the region of Rio Raposo-El Tigre shape the pedagogical practice of the English teacher. To this end, the research question is as follows: How to the life experiences of a pre-service Teacher in the region of El Tigre Rio Raposo describes the pedagogical practice of the English teacher.

The narrative was carried out in an individual research project by the researcher for the Research Mentor Program of the Bachelor in English as a Foreign Language of the Santo Tomás University, Bogotá. The autobiographical narrative research was done through narrative frames, teacher reflective journals, multidata and a Language Learning History. It is aimed at collecting data related to the Learning and teaching experience of the pre-service English teacher to make sense of their impact in their current practice as English teacher in the Jaime Rook Institution in village El Tigre, rural zone of Buenaventura. The data was examined through thematic analysis under two main themes: The pre-service teacher history in a community of Buenaventura and the region "El Tigre-Rio Raposo", English Language Teaching in rural area. The analysis also rendered emerging subthemes such as: Before being a pre-service English teacher at the Raposo river, Previous experiences as an English teacher:

Practices in the pacific region of Buenaventura- "The Valley" Buenaventura is located in the southwestern zone of Colombia, English teaching practices in the Raposo river- of El Tigre. Analysis offered powerful insight on situations that affect the teaching-learning process in this rural context. As well as the role of teachers in pre-service in rural areas and the role of the English teacher.

KEY WORDS: autobiography, narrative, pre-service teacher in rural context, thematic analysis, English teaching

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1. CONTEXTUALIZATION

I am a Pre-service English teacher in the rural area of Buenaventura, in the region of Rio Raposo; I am currently working at the Jaime Roock educational institution, village El Tigre. I am interested in investigating how my English language teaching process has been in this rural area of Buenaventura and how Santo Tomas a Distance University, through the faculty of English Foreign Language, has influenced this teaching-learning process.

This is an autobiographical-narrative research and its application in different educational environments is very relevant, specifically in my study as a pre-service English teacher, my teaching and learning in the English language.

This research proposal allows to expand the knowledge of what happens in secondary education in rural context, through the point of view and stories of the person involved, whose written or spoken testimonies are through the same voice of the person who makes her narrations, based on my life experiences, beliefs and what emerges from my experiences as a pre-service teacher and some events of my life-history as a Pre-service English Teacher in the region of Rio Raposo to describe my personal and professional vision of educational processes, thus recovering the lively voice of me as a pre service teacher.





In this research project, I realize the benefits of auto-biographical-narrative research in the educational field, especially in my study as a pre-service English teacher and my teaching-learning process in the Raposo River with students from this institution Jaime Roock. Place where I am telling all my experiences of lives, beliefs and experiences about what was and has been my teaching-learning process as a teacher and at the same time as an English language learner.

The region of river Raposo, to the south of the Pacific coast of Buenaventura, has around 2,000 inhabitants who have been stigmatized by violence, especially because it is indicated to be the passage of the FARC guerrilla. Their people are very kind and humble and have a very low level of education, since at an early age they have to leave school to work for their livelihood and for their families. This population lacks all basic services such as water, energy, sewerage

The base of the economy is the wood, the fishing and the agriculture and for which at the moment they have not been able to leave ahead because with the frequent increases of the river, this takes all the sown and cultivations, In relation to fishing, people who have economic power have taken backhoe loaders to the area to get gold and consequently they have poisoned the river with mercury, causing diseases in the body of its inhabitants and even the death of people and animals by the pollution of the River. And with the wood they are exploited in the sale by big businessmen. All allowing the vulnerability of these people.



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This river has several villages and I will talk specifically about the village of El Tigre, this village has approximately 300 inhabitants and has an educational institution Jaime Rook, Jaime Roock, is the main school and has seven venues. This is a public institution where the teaching follows the MEN orientation and this institution has some programs like post primary, new school. This school has an emphasis on agriculture and the teaching is by group of grade. For example, 6-7, 8-9 and 10-11 in the high school and in the primary, teachers have to teach all grade, is to say, multigrade.

With relation to this institution there are four teacher for the high school, who are licensed but we must to teach between five and six subjects that are not our profile and it very hard task because we have study and prepare for teach a subject that it does not ours.

On the one hand, Students are very humble and a little shy and they have a low level that it does not reach demand of ministry. On the other hand, the classes are dynamic and students even they are a little shy they participate in classes because we as teacher try to motivate students in classes.

The didactic resources are very limited for work with student, but I prepare material for teach my classes, for example flash card, material audiovisual, billboard and other resource that facilitate the learning and teaching process. Also, there are some strategies that I have implemented for teaching. For example, if I am going to teach some vocabulary relate with mean of transportation of the context, I take to them to the place where there is the





vocabulary that I am going to teach, in order to them interact with the element that I am teaching and have contact with this.

All these materials implemented and strategies, have allowed me that students get motivate in English classes because, at the first they were very shy and they did not want to participate in English classes like now.



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2. RESEARCH STATEMENT AND JUSTIFICATION

This research project has a lot of relevance for my life in both the professional and personal field because through this narration, I seek to reflect and comprehend about what has been my experience as pre-service teacher and how it has influenced my teaching, regarding besides the experiences I have lived so far in the region of Rio Raposo.

As telling my story and experiences, I could reflect on those experiences and, therefore, make a parallel of what was my beginning as a pre-service teacher to what I am today with a training as such in English. That understanding is defined by (Farrell, 1998, Freeman, 2002, Jay and Johnson, 2002) P.103

Also, through this research, I will allow me to do a retrospection with relation to my experiences, these experiences and beliefs carried in the classroom as a pre-service English teacher and without previous experiences in the educational field and to make a parallel of how to day I am doing that pedagogical and consequently, reflect on all this teaching-learning process in the EFL to improve my teaching-learning process in EFL.

Besides, this research is also relevant because, as Freeman and Richards (1996) state: "In order to better understand language teaching, we need to know more about language teachers: what they do, how they think, what they know, and how they learn. Specifically,





there is a need to understand more about how language teachers conceive what they do: what they know about language teaching, how they think about their classroom practice, and how that knowledge and thought processes are learned through from education to teachers [the training they receive] and informal experience at work. "

To make a parallel about what was my pedagogical work as a pre-service English teacher at the beginning of my teaching-learning process and without previous knowledge, as I am today, an English teacher with specific knowledge about teaching -learning of a second language, such as English and with a professional training, will allow me to reflect to improve my pedagogical practices and therefore to impart to my students a quality education as recorded in law 715.

On the other hand, this research is relevant to the Foreign Language Bachelor's Program, because, it allows them to provide reflections, critical and capable professionals to self-evaluate their pedagogical knowledge. Also, this research will serve as a frame of reference in which future research that seeks to deepen the teaching of foreign languages and the other elements that articulate this study can be supported:

For all mentioned above, this research project is relevant because it seeks myself reflection with relation to my pedagogical practices focused on this disciplinary knowledge,





is to say, when I able to reason and argue about the information that I know with relation to English teaching and that I am going to transmit to students in this region.

With relation to pedagogical knowledge, these are all knowledge that, I have transmitted based on methodologies, strategies and tools that allowed me to break, all that resistance, fears and fears that the students of the Village of the tiger had in the classroom with relation to English learning, when I started the school year.

And with respect to academic knowledge these have been the transformations that I have observed of commitment and attitude with respect to the learning of English in the students of this region



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3. RESEARCH STATEMENT

This narrative will have a life history; the story of my life. Not the story of my life in its entirety, but simply a small fragment of it, a set of experiences as living in the region of Rio Raposo, focusing all life history from my beginning in the teaching-learning process and what is now my exercise as a pre-service teacher and what this would mean for that transformation of my pedagogical practices.

This fragment of my life will have asides from what has been my experience, experiences in the teaching-learning process of the English language, and what it meant for me to have discovered a possible vocation from that lived experience, and beliefs of what which was to "exercise" this "vocation" for the first time, and of what it is today for me, especially in the region of the Rio Raposo, pathway the Tigre, rural zone.

This story of my life is relevant because it will allow me to describe and parallel my teaching process as a pre-service teacher in the Rio Raposo, specifically at the Village el Tigre, in this rural educational institution. And later, to make a systematic, critical and self-reflexive analysis of how these pedagogical practices have been in EFL teaching, allowing me to give a reframing to my teaching process as an English language teacher, based on my previous experiences of life and beliefs for teaching English. And at the moment I have acquired specific knowledge of the area and a professional formation. And consequently, improve my pedagogical work.





The work in the Rio Raposo is different with relation to all jobs I had in Buenaventura, in different institutions. To teach in a classroom both group from different grades. For example, 6-7, 8-9 and 10o-11. To teach five and six subjects even they are not my profile.

Be involved in situations of conflict by groups outside the law and look at the conditions of vulnerability that family's face, this makes the work in the River Raposo very but, very special.

Live in a place where there are not basic services. To find students in the classroom who have not drank a coffee in the morning and in occasion they got sick in the classroom because the hunger.

Not find relevant classrooms, technological resources to provide a quality education, as framed by law 715. Also, to find families who have all their skin with spot for the river pollution with the mercury and nobody can speak about this situation because this is dangerous.

Do not have a health place for people who are sick. The teacher is a doctor, psychologist, mother, etc. Teachers have to be sit in a boat four and until five hours on the



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sea exposed to the adversities of this. Leave our families for a month because there are not boats when we want to go out, but when we can.

For all these situations described above, this research is very relevant and serves as a frame of reference in which future research conducted by teachers and pre-service teachers who are carrying out their practices and especially teachers who teach in rural areas can deepen in the level of teaching and learning of foreign languages and other elements that articulate this study.

3.1 Research question

How do the life experiences of a pre-service English teacher in the region of *El Tigre Rio Raposo* describe the pedagogical practice of the English teacher?

3.2 General objective

Describe how the life experiences of a pre-service English teacher in the region of Rio Raposo-El Tigre shape the pedagogical practice of the English teacher.



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4. Theoretical Framework

In order to better understand how the teaching process of the EFL takes place through a pre-service English teacher, it is necessary to review the literature related to the problem statement, research question and objective of the same, and to have consider some definitions of patterns such as: Narrative Inquiry, Autobiographical Narrative, rural education.

4.1 Narrative Inquiry

Narrative inquiry is understood as the study of experience as story, in other words, it is a way of thinking about experience as a way of making meaning of the person who lived it. In other words, in a narrative inquiry experience is the phenomena; to use narrative inquiry is to adopt a particular view of experience as phenomena under study.

Likewise, for Ricoeur (2000) the narrative is a synthesis of multiple events and incidents in a complete and singular story. In my particular case of the present investigation, there are some sequences in the facts as pre-service English teacher and that I'll present through the narrations and consequently, they give rise to a story.

Narratives are stories of experiences and lived and told stories are the core of any narrative research activity (Connelly and Clandinin, 1990, Pavlenko, 2002). Polkinghorne



(1995, citing Ricoeur), for example, says that "stories are particularly suitable as the linguistic form in which human experience, as it is lived, can be expressed" (p.7). My life experience as a pre-service English teacher, which I will narrate through this investigation.

On the one hand, Connelly and Clandinin (eg, 1987, 1988; Clandinin & Connelly, 2000) have led the way in adapting narrative research for educational purposes, and their work offers an excellent introduction to the field for teachers or teacher educators. On the other hand, doing narrative research in the field of distance education will allow to combine the gaps in the field of distance learning taking as reference all the realities within the national and regional context

Also, Connelly and Clandinin (2000, cited in Bolivar, 2004) point out that "the narratives of teachers' narratives are jointly personal, reflecting the life history of a person, and social, insofar as they also reflect the professional contexts in which teachers live" (p.318). Thus, in the case of the present investigation, it can be affirmed that my narrative gives me the possibility to explore my life story (which specifically includes the experience as an apprentice and teacher of the language) and also to explore the professional context in which I work as a teacher (teaching English without prior professional preparation in language teaching).



Clandinin (Clandinin, Pushor, & Murray, 2007), explains that the research Narrative has been gradually developed by experts in each of the disciplines social and humanities. Specifically, in the area of educational research, greater interest has been directed towards the understanding of teaching and teachers, as well as the possibilities of improving teaching. Narratives go beyond being an instrument or tool for research, because they offer a means to reflect and look for professional development.

According to Barkhuizen (2008), Narrative Studies allow teachers to analyze life experiences around education to make sense of them. “Narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings.” (Barkhuizen, Benson & Chik, 2014, p. 3). Given this, Polkinghorn (1995) defines the first one as “analysis of narratives” where the stories are used as data, and the second one as “narrative analysis” where the stories are used for presenting and analyzing data.

Creswell (2013) states that narrative stories are told with a specific intention, and always happen within specific places or situations, providing meaningful insight on the role of the socio-academic context of the teacher. These stories will later be analyzed and understood by recognizing the structure of the story and the patterns that may be used for studying each experience (Clandinin & Connelly, 1990) in the hopes of relating them to the actual values and choices that constitute the teaching practices.



Finally, the narrative study tells the story of individuals unfolding in a chronology of their experiences, set within their personal, social, and historical context, and including the important themes in those lived experiences. "Narrative inquiry is stories lived and told," said Clandinin and Connolly (2000, p. 20).

4.2 Narrative research and life-experiences

When a person refers to their own lived experiences, this may be considered an autobiography or a memoir; however, when talking about narratives, Barkhuizen, Benson, and Chik (2014) differentiate autobiographical narratives from memoirs because the first offer an analysis that provides support as a research study. For this matter, the researcher collects stories related to the topic of interest; these stories become data to be analyzed in hopes of making them meaningful. According to Barkhuizen, Benson, and 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). In this same train of thought, Brady (1990) explains that an autobiography is more than just collecting facts based on memory; on the contrary, it is the construction of meaning based on the interpretation of the researcher's past.

Given the above, autobiographical narratives are becoming more frequent with time because "in telling their stories of experience teachers necessarily reflect on those



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experiences and thus make meaning of them; that is, they gain an understanding of their teaching knowledge and practice” (Barkhuizen & Wette, 2008, p. 374). Such is the case of Fang’s (2006) autobiographical narrative on her role as a language learner and a language teacher in China where she concludes that her use of an autobiographical narrative has allowed her to consider the values and beliefs that shaped her professional life as a language learner which enabled her to “identify valuable strengths from my lived experience, which has helped me to better understand myself, my students and my professional landscape.” (Fang, 2006, p. 128).

4.3 Rural Education

From cultural anthropology, rural society has some characteristics that define it. Illiteracy, common in adults as a result of a community without educational fund, tradition since it is attached to its customs and values and little accepts external help for fear of losing them, isolation is common as people need large areas of land for their field work and consequently live far from others are also apathetic and reluctant to contact other people to the community, its economy is generally agricultural and the functions that each member of the family and the community is specific, absence of services and bad condition of the houses are other characteristics that define it. Globalization has affected patterns of behavior and values through the influence of communication, has changed the way of thinking of the majority of rural communities, blurring more and more those barriers that traditionally they separated the rural world from the urban one.



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Rural development cannot be conceived without a relevant education because this is the key that drives change and technical progress and enables Job opportunities. "The education used in a certain society and considered in a determined moment of its evolution, is a set of practices, of ways of doing, of customs, which are perfectly made defined and that have the same reality as the other social facts. Are not, as it has been believed for a long time, combinations more or less arbitrary and artificial, which do not owe their existence but to capricious influence, of always contingent wills. They are, on the contrary, true social institutions. There is no man who can make a society has, at a given time, an education system different from that of the one that its structure supposes." Durkheim.

For Durkheim (1991) "man is made up of an individual being that refers to himself and his private life and a social being that is expressed collectively in the group where he lives" (p.103). Education aims to create this new social being and its ultimate goal is to make the individual resemble the ideal of man carved by society.

Talking about rural education is talking about tradition, generational transmission, customs, necessity and relevance. But it is also talking about the little educational coverage that rural sectors have. "Population figures illiterate people in the rural sector become a warning voice that demonstrates inefficient applicability of educational policies for this sector, situation that can be verified by looking only at the results of the censuses.



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5. Literature Review

The teaching practice carried out by professionals who do not have teacher training, is a subject little studied at national and international level, which is why a bibliographic review was carried out in this regard that yielded the following results. Among the works consulted, at the national level, and of contribution for the present investigation was the one presented by Susana Maria Betancourt Mogollón (2009), to apply for a degree in modern languages from the Pontificia Universidad Javeriana, entitled "My student forgets to go finding his voice in another language ": study of the narrative of a non-licensed English teacher".

The study focused on an exploration of the teaching of a non-licensed English teacher, who was developing her practice in an institution of non-formal education in language teaching, created by her.

An interview designed to obtain narratives of their previous learning experience, their teaching and their beliefs with respect to it was used, in order to make a description of this practice, based on the results obtained from the interview.



The general objective of this research was to describe the teaching of non-licensed English teachers who practice the profession of English teachers without having received training as professors at a professional level. The problem was the following: how do they say that non-licensed English teachers who practice the profession of English teachers teach without having received training as professors at a professional level?

Through of this study based on narratives, it was found that the non-licensed teacher builds her practice on previous experiences that she then overturns in her classroom and that this practice is also mediated by her beliefs about language knowledge, types of activities and types of students mainly.

To teach English to bilingual students or with a high level of proficiency in the English language, the participating teacher uses strategies to get her students to read, discuss texts, make presentations, and write all kinds of texts based on literary and current issues.

The non-licensed participant teacher expresses her belief that during the teaching process, the teacher who develops it must be very creative, use many resources and be very willing for the teaching to be effective because if this is not done, the class will be a memorial and mechanical exercise, in which the student obsessively repeats some grammatical formulas and some "drawer phrases".





Based on the experience described above, the non-licensed teacher adapts the same strategy in her own teaching process, but through promoting discussions on controversial and controversial topics so that her students feel the need to speak, to express their opinion and to be contrary.



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6. Research Design

This chapter describes in detail the design of the research applied for the present study. To carry out this narrative proposal, it is necessary to organize a plan that allows me to determine the design of studies including the context, the participants and the type of research in relation to the research question and objectives. This study focuses on narrative design and frames the research of the professional in the descriptive tradition.

6.1 Descriptive Research as a tradition at the LLEI

According to Ellis (2012) descriptive research aims at producing qualitative and quantitative accounts of academic processes, the factors that influence them and their impact on the language learning scene. It “emphasizes the need to understand phenomena in their cultural and social contexts.” (Ellis, 2012, p. 42) and it relies on observation and self-reports provided from the participants. This type of research may be cross-sectional or longitudinal. Whereas the first one refers to collecting data at a static point in time, the second one refers to research that is carried out throughout a period of time. (Ellis, 2012). As for the analysis of data, Ellis (2012) states that this kind of research may use a deductive analysis based on “a set of predefined or expected themes or themes used to code the data.” (Ellis, 2012, p. 46).



6.2 Narrative Inquiry

Narrative Inquiry is a type of qualitative design in which “narrative is understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected” (Czarniawska, 2004, p. 17 cited by Creswell, 2013, p. 70). “It begins with the experiences as expressed in lived and told stories of individuals” (Creswell, 2013, p. 70) to later be analyzed and understood by recognizing the structure of the story and the patterns that may be used for studying each experience (Clandinin & Connelly, 1990). In other words, the collection of data is a collection of stories about a specific topic that will be later analyzed to find patterns, connections and relationships among them to make sense of the participant’s reality

Narrative inquiry from the humanities in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives (Riessman, 2008). This information is then often retold or restored by the researcher into a narrative chronology. Often, in the end, the narrative combines views from the participant’s life with those of the researcher’s life in a collaborative narrative (Clandini & Connelly, 2000).

According to Clandini in and Huber (1999), narrative research is a relatively new qualitative methodology. Under the new perspective of investigation in research in the classroom in Bachelor of Foreign Language in VUAD, this design locks up better in the descriptive tradition.



The selected Research Tradition is the descriptive tradition, because it responds to the research requirements for this type of project, which focuses on producing qualitative stories that mark the beliefs, experiences and experiences of the teacher in the classroom and cultural phenomena; from the perspective of who participates in the context studied, reflecting on the points of view of the participants.

In addition, this choice was due to the type of designs provided by the descriptive tradition, which is better adapted to the objectives of the project, which deals with the transformation of pedagogical practices, through the application of a Narrative Research Design. Narrative research follows a reflexive process of moving from the field and allows one to think narratively about the experience and experiences through the story. In this study, the researcher thought in narrative form and it was reflected in aspects already described in the statement of the problem.

Although living in the stories of the class is not an easy task, the narrative design allows me to enter my own experience as an English teacher in secondary grades and understand the situation narratively and reflexively to give answers to it. In addition, the different narrative stages allowed me to analyze the data and answer the main question and reach the main objective and change my own teaching practices.





6.3 Research context and participants

The present study is carried out in the Rio Raposo, rural area of Buenaventura-Valle del Cauca, specially, at public Institución Educativa Jaime Roock; section Jaime Roock, village El Tigre, in the secondary grade. The ages of the students are between 11 and 22 years old approximately. In this school there are three classrooms for secondary grades, and the teaching process is for group of grades such as: 6-7, 8-9, and 10-11. Between all these classrooms there are 44 students, 26 girls and 18 boys. The population taken into account for this study presents an interesting feature and this is that all of these are Afro – Colombian students, their language is Spanish.

These groups of students belong to the Formal Education, specifically at the secondary level. In theory, this means that the level of English corresponds to the lineament depicted in the school program. Which are based on the standards established by the Ministerio de Education National.



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7. Data collection and instruments

The present is an autobiographic narrative and the instruments used for data collection were carried out through written narratives. These narrative qualities of lived and told stories arise from the temporal nature of experience in which people are simultaneously participants in and tellers of their life histories (Carr, 1986).). In this study, I included three instruments, the first, an autobiographical account including a Language learning history, being this narrative, kind. The second instrument to collect data and be more with my research project was a reflective journal, which I took three of these that were structured and followed a form provided by the University. These reflective journals have a non-narrative kind. And the last instrument was a narrative frame and it has a narrative kind. All definitions and procedures will be explained in detail below.

7.1 Life histories: autobiographical account: “Language learning histories (LLHs) are retrospective accounts of past learning. They are the written stories of language learning experiences.” (Barkhuizen, Benson, & Chik, 2014, p. 37).

They allow to make a general re-examination of all the experiences of life or experiences with relation to the learning as also allow the fragmentation according to the educational stages. LLHs, allow to develop the cognitive competence because through these the people can reflect on their own learning process and the way in which they learn, as well reflect to know where they come from and where they are going.

7.2 Reflective Journal: These are “written reflections on teachers’ practices, teaching contexts, emotions, development, and language learning. The purpose of these journals is for





teachers to reflect on their own experiences of teaching and learning to teach.” (Barkhuizen, Benson, & Chik, 2014, p. 40). Something like I am doing in this research Project, reflecting about all my teaching and learning process.

7.3 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. Frames “provide guidance and support in terms of both the structure and content of what is to be written. From the researcher’s perspective the frames ensure that the content will be more or less what is expected (and required to address the research aims) and that it will be delivered in narrative form” (Barkhuizen, Benson, & Chik, 2014, p. 45).

Designing the frames can be somewhat of a challenge, mainly because they need to be structured in story form, when completed they should be read as a coherent whole, and they should require respondents to draw and reflect on their experiences of whatever the topic of the frames is.



7.4 Procedure

According to Creswell (2013), the procedure for a narrative inquiry follows these steps: It begins by selecting the one or two stories to be analyzed. Once this is done, data, in this case, the collection of stories is gathered. They must be organized chronologically and they must be collected individually. They will later analyze to find patterns, connections or relationships.

Following the procedure proposed by Creswell (2013), I wrote my own story. With the guidance of the principles established by Barkhuizen, Benson and Chik (2014), I elaborated personal written texts that had the purpose of telling about my role and my experience as an in-service teacher in the Raposo river, all these interlaced with my role as a student in a bachelor's program; being an autobiography, written accounts would be more relevant than oral collections because there was no need for interviewing or carrying out oral reports.

These stories were always relevant because these were located in a specific time and place and portrayed a chronological development over time. For every piece of information, I intended to get my point of view. I retold every aspect that I considered relevant based on my experiences to understanding my role as an English teacher in the rural zone of Rio Raposo and my pedagogical advances in my present time.

Finally, I wrote each one of them having in mind their relevance for my inquiry. To do so, I started by writing an autobiographical account that presented data connected to my learning





of English, my working experience in rural zone, my educational process as a Bachelor and any other relevant aspect of my life as an English teacher. This had the intention of highlighting the most relevant aspects of my life as an English teacher in rural zone. This account would be used to determine the topics to be covered in the narrative accounts.

Later, as part of my academic process, I elaborated reflective journals that accounted for my pedagogical practice as a pre-service teacher. These journals were guided exercises that followed a pre-established form by the University. They were meant to offer insight as for the decisions made, their impact on the class, activities, the students' behavior and myself, and the contrast between the pedagogical choices with the theoretical support.

Finally, I wrote a Narrative Frames of others aspects of my teaching and learning experience such as my self-training process, my teacher-training process or my experience with the program of Bachelor's in EFL. For these last accounts, I focused on the given aspect and narrated the events that were relevant to it.



8. DATA ANALYSIS

The information was scanned through a thematic analysis. “In general terms, it involves repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings.” (Barkhuizen, Benson, & Chik, 2014, p. 75). “Analyses of narrative content (Polkinghorne's analysis of narratives) follow the procedures of coding for themes, categorizing these, and looking for patterns of association among them” (Barkhuizen, 2011, p.401).

On the matter, Barkhuizen, Benson and Chik (2014) assure that such analysis “opens up the possibility of comparing the narratives in a data set, of establishing shared themes, as well as highlighting individual differences.” (p.77) contributing to their comparison for contrasting them and identifying patterns.

As Polkinghorne (1995, p.15) argues, thematic procedures have the “capacity to develop general knowledge about a collection of stories,” but the knowledge that is produced is “abstract and formal, and by necessity underplays the unique and particular aspects of each story.” (Cited by Barkhuizen, Benson, & Chik, 2014, p. 81).

Thematic analysis “involves repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings.” (Barkhuizen, Benson, & Chik, 2014, p. 75). In this type of analysis, major themes are presented first, and they are



followed by the corresponding subthemes and extracts from the narratives to serve as illustration.

It should be remembered that these categories emerged from the revision of my own life story narrative and all experiences of living in rural zone, contained in the chapter on Situation Problems and according to this Narrative research. Three themes were selected, and these are the following:

1. Previous experience as an apprentice of the English Language.
2. English Language Teaching in rural area.

<i>Data collection instrument</i>	<i>Type of data</i>
<i>-Life-histories</i>	It is evident that the teacher comes to the teaching of English with previous knowledge of English learning that I acquired at the Colombo Americano Cultural Center but, without previous knowledge about the teaching of English. Situation that leads me to apply teaching methodologies and strategies that I acquired from my teachers at the Colombo Americano when I was teaching English.

	However, my teaching and learning process is modified and structured through my formal education in the Bachelor of foreign language English and this is given through my passage through by Santo Tomas University, which I have used strategies and methodology taught by my teachers to strengthen their process of teaching and learning process.
<i>-Reflective journal</i>	The teacher realizes that her life has acquired transformations and how they have influenced both personally and professionally. Besides, I reflects on my pedagogical practices and how they have been transformed through me knowledge, methodologies and strategies acquired at Santo Tomas University. I think that the context can influence the learning of the English language and that is why they are so shy. Also, I see in the classes with movements an opportunity for student learning.
<i>-Multidata</i>	It is evident that the students from Raposo river live in very precarious conditions. As it is also evident, that the government does not

	provide all the guarantees to their needs, lack of food, decent housing, quality education, materials, equipment, furniture and equipment for education, infrastructure, labor guarantees for teachers among others precarious conditions affect the teaching-learning process. therefore, each actor does what he/she can. Beside, it is found that I use the methodology of grammar translation, although this is not a bad methodology, this methodology should be reviewed by the teacher. On the other hand, it is evident that the students of the Raposo river like learning based on game because through this they feel free
<i>-Narrative frame: Written narrative</i>	What type of data did you collect through the frame?- Not all students live on the same path, there are some who must go by boat and others on foot. Also students live in very precarious conditions therefore, this can affect learning. On the other hand, students have little contact with

	English language learning because they have to support their parents in the tasks of planting and the time of English classes is very limited
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8.1 MY LIFE HISTORY
Judith Yaneth Gamboa Andrade
Institution Jaime Roock
Raposo River

Without any previous knowledge about teaching, I came to teaching; I think that this is presented by life situation or by inheritance because my grandmother was a teacher in Tumaco.

It was in year 2000 and I was 28 years old. Being a mother head of home, with an only child to get ahead, unemployed and with basic knowledge of the English language. I came up with the idea of telling an aunt, who had a private school in Buenaventura (Sacred Heart of Jesus) to give me the opportunity to work in this and to hire me as a teacher to teach English to the boys and girls of this school, because in that moment the school didn't have English teacher and my aunt was looking for one.

This was how I started to teaching, I believe, that it was due to life circumstances because; I did not have previous knowledge about teaching English but, I did have some basic knowledge about English learning. This knowledge about English learning, I had acquired at the Centro Cultural Colombo Americano, in which I did six levels of communicative English, time that I enjoyed, because the teachers made the classes very dynamic and participatory by using a communicative methodology and strategies of role plays, exhibitions and discussion of various topics, all these allowed very effectively the development of the four skills and consequently aroused interest in me for the English teaching.

Then, that I was given the opportunity to work as a teacher at the my aunt's school, and I started teaching English, from kindergarten to fifth grade. During this time, a vocation





was awakened by me for teaching and which I did not know where it came from because; personally, I did not have the patience to teach to my own son at home.

Without any prior knowledge or guidance about the teaching of English, I began to teach this subject, and so, I applied as a reference all these strategies, methodologies, and tools with which the teachers of the Colombo Americano had taught me the English language, during that time that I was studying there.

With the aim that students were motivated in classroom, I had prepared my classes and I taught with strategies as songs in English, give instructions and they respond to these with movements, reading vocabularies and their grammar, role plays and others more applied in the English language classes. All these strategies applied allowed that my students were motivated, active and very participative in these English classes and consequently, allowed them development of the four skills. Most of the parents told the director that their children had came singing in English and my aunt felt very well when parents made these comments.

Parallel to this job I had the opportunity to work in the afternoon, in a high school (our Lady of wisdom). This high school was private, and I taught to higher grades (6o to 11). That is, adolescents. The works with adolescents were more rigorous since, I had to research topics that were consistent with students' level and the stadiums. Of course, that I applied American Colombo methodologies and strategies for teaching.

I had many experiences as an English teacher and with basic knowledge about the learning and teaching of this, in private and public schools of Buenaventura and is for that demand of jobs opportunities, that I inclined to follow a training for teaching this subject but, with the aggravating that in Buenaventura, there are not universities that teach the degree in





English. And for this reason, I enrolled in the Normal Superior of Roldanillo to study a normal career. That I finished in a satisfactory way, in the year 2006.

This title allowed me to be nominated provisionally with the secretary of Education of Buenaventura until teachers' contest. My contract was to teach primary school, but the director internally assigned me the academic load of English for higher grades, despite not having a degree that would accredit me as such.

Jair Barahona was a classmate at the Colombo Americano, at Roldanillo Normal, and now he is a student from Santo Tomas University; he is an English teacher and was in a situation like mine because he was not certified in English degree. Jair gave me some guidance about the University Santo Tomas and the possibility of making my English career at this university. In that way, I traveled to the Cali city to the Cau-Cali and there I was given the opportunity to validate a few subjects of the Normal career and followed by this, so I began to study the Bachelor in English in the year 2011.

At the beginning, everything was very difficult, the degree of demand of teachers, the platform, some methodologies for learning, that the University uses. Sometimes, I didn't understand some contents and I did not find a person next to me, who gave me his/her point of view, in relation to that topic that sometimes I did not understand very well, but later all were very well.

Looking for job stability, and wanting to be nominated by the MEN, I gave myself the opportunity to participate in a teaching contest to be a primary teacher and in the 2014 and I won this contest and I was sent to Rio Raposo to teach there. But, first I had to talk with community council from this river because I didn't have the Aval.



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The rector knew my curriculum vitae, my experience in teaching English and my training, for that reason, she spoke with the community council from village the Tigre, so they gave me the Aval to work in this region, because in these regions do not enter a teacher or professional without being Aval by the council of this region. According to, the laws of the community councils.

That is how I arrived to the river Raposo. I was nominated for elementary school, but the rector saw on me an English teacher for secondary students and with a training as such, because teachers who had been teaching this subject in secondary did not have a profile for this subject or formation as such in English like me. In that way, I began teaching English in this region.

At the beginning everything was very difficult for me. Although, I was prepared to face some situations in this village, everything was difficult because I have left my family, my context and my life was a reality in this region. There were moments that I wanted to leave everything lying down and go home but I did not.

To be in a place where students were passives and did not participate in classes, I had to guess and observe everything in the classroom to get my own ideas about their preferences and not and consequently prepare classes that would motivate them. Besides without water, energy, and internet and far from my homeland, it was hard, but in that moment Raposo was my reality and I had to assume it, although life had placed me all those challenges, but in that moment, students were the most important since, they also had the same right to a quality education as the students from Buenaventura and the rest of the country. For that reason, I assumed this job with responsibility and I have given the best of me to them, because students need to me.





8.2 Teacher's name: Judith Yaneth Gamboa Andrade

School and/or community name: Jaime Roock

Group: 6th Session / Class #:1

Date: March 2/2017 Place: Raposo River I:E Jaime Roock

I am diabetic and hypertensive and for more than a year now I have had a pain in my neck and it goes down to my right arm and that sometimes immobilizes my hand, and I think it is because of all the challenges that teachers assume in these contexts and that they unleash in a stress. In addition, other situations such as being exposed to risks by the groups signed in law, the risks of the sea, when we travel in the boat because I do not know to swim, go long kilometers to load water into the river, walk long kilometers sometimes to go and catch the signal and communicate with my family, among others. However, I think that the satisfaction of being doing the homework well and of seeing the students of the Village Tigre, motivated in relation to the beginning of the teaching of English, for me is already a triumph even they are not reaching the levels required by the MEN.

8.3 Reflective Journal

Activity to reflect on: individual work

When, I arrive at the Village Tigre my life was transformed both personally and professionally. Personally, leave my social and family context; leave my comfort situation in relation to basic services. In the professional, I prepared classes for an only subject in Buenaventura and now I have to prepare classes for five subjects at the Raposo River, which these are not my profile and I must document very well to give these classes.

Initially all these challenges for me were a burden, but today I reflect and see them as an opportunity that gives me life to personally have a reference of life of how the inhabitants of the Rio Raposo live, what are their customs and beliefs specifically in the Village the Tigre and professionally acquire structures that strengthen my training in an integral way in the general knowledge from the various areas.



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I have made many reflections about my practicum with students from secondary grade at the Jaime Roock Institution and there are the next: at the beginning of my English classes students were a little ashamed and shy in English class and they did not want to participate. So, I asked to them if my English classes didn't like to them and some of them said that it doesn't like, for that reason at the beginning I was a little worry with relation to some student's opinions because they have already had some predisposition toward English learning

I have prepared my English classes and I try to give the best of me but, these students did not want participate student. At night, when I was in my bedroom, I always reflect about my practicum, what I did that students didn't like because, they were very passive in English classes, sometime, I felt that my English classes were not very relevant for students and I felt some barrier between students and me. I always questioned myself because I did know that something was not right.

I reflected on my process of learning English at Santo Tomas University and I did know that I had structures in my English training process, which I have acquired in this university and that I did not have at the beginning of my pedagogical practice in Buenaventura as an English teacher.

I reflected about the time, I thought that it was very reduce for teaching; I was reflecting if I do not want to be in this territory, this will influence in do not give my classes in an effective way.

I reflected if the arrival of some students to the classroom without have drunk a liquid or eaten something, waiting for refreshments, it influenced in their learning.





There were so many mixed feelings and so many things that I asked myself since I was worried about the passivity of the students. So, a day I explained them about a warm up activity (sit down, stand up, move your hand, etc.) and some of them were agreed with my idea and a few were not, in order to carry out my activity I began this with students who were interested in the activity but, I was surprised when I saw the rest of students who didn't want participated involved in the activity. And for me, it was surprising to see all class room involved in the warm up activity and finally all students enjoyed the activity. This was wonderful for me because students began to lose the fear.

Other reflection that, I did, and it was when I was modeling the pronunciation of some vocabulary and students were repeating after me, this liked me something positive because, this is an activity that help students to lost the fear and allow them have confidence by themselves

For those reflections that I have mentioned above, I have drawn some conclusions these are the next: students from Raposo River are shy, diffident and it due to their context, for that reason in my English classes has some activities that generate movements, songs and interaction between students. This type of activity allows them to lose their fear because some of them said that they don't like participate in English classes because their classmate laugh at them

8.4 NARRATIVE FRAME

Judith Yaneth Gamboa Andrade

Through this instrument I will describe a day of English class at the Jaime Roock institution, Village the Tigre, principal school, secondary grades. In these grades, there are 44 students, 26 girls and 18 boys.



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In this institution the academic day goes of 7:15 am until 12:45 pm. **The arrival of some students is** by foot. and these are the ones who live in the Village the Tigre; There are others who live far from the Village, which are picked up by a boat from the institution, as long as, the resources given by the government are for the gasoline of the boat, because when these resources are finished, students must arrive by foot or for their own means, those who can and those who simply do not attend classes.

Some of these students arrive to classes very well uniformed and with their shoes; others not because their conditions are very vulnerable. And this usually occurs in very large families, so they attend school in flip-flops and without uniforms. **For that reason**, teachers from this institution have adopted two students each teacher in the classroom that we directed, and we bought them the uniforms and the shoes, being these students the most vulnerable and perseverant in the classroom. We also carry clothes and some food from Buenaventura in good condition to minimize their situations of vulnerability among others and within our possibilities.

At day start in this institution at 7:15 am, students are formed by the teacher who has the discipline of this day, a prayed, given a short reading that reflects a value and orientations for that day and sent to the classroom at 7:30.

After this, I start with the English class, in which I work two hours a week, being the hour of 50 minutes per hour, not counting when the rising river and there are not classes for preventing the boat from turning since, these floods are very dangerous; and not counting the holidays when there is, and other adversity. That is to say, the time is much reduced.

What I & my students did in during the lesson

Purpose of the activity: to promote oral communication on students through occupations.

Due to the reduced time that I have for English teaching, basically I use the following moments in English classes which are: warm-up activity, pre- knowledge of the student on





the subject, exposition of the topic, application of the topic and evaluation. This is an example of one of my English class.

At the first students were ashamed but then they involved in the activity and enjoyed of this. **I started my class with a warm up activity**, the activity consisted on students took out a paper from my bag and this paper had a profession name and then student who took out the paper must model the name of profession and the rest of students must to guessing which was the profession modeling by the student who took out the paper. **Then** I asked to my students if they did know the name of some professions in English and some of them said yes and other no.

After that, in a visual paper I did show some professions in English and I pronounced these professions and students repeated after me. **Then**, I wrote on the board sentences that were relate with family members and their professions. All these sentences relate with verb to be and its grammar.

Also, students wrote on a photo copy the names of some profession in English, with relation to the image posting in the copy.

Finally, I did a question and the question was the next: what does your family do? Students must to give respond to this question and ask the same question between them in order to know if the aims proposed in the class has been acquired or no.

When students had finished this class, they must pass another class until 10:00 am that is the time that students go out to the break. In the rest the students are formed by the teacher who has the discipline of that day and in an organized way they go to eat the snack when there is and when it reaches since what the government sends for this snack is minimal and generally not reach for these children.

After that, the bell rings and they enter a classes of other subjects that we usually dictate until 12:45 pm that the academic day end and the boat picks them up and they go home until the next day.



The contact that students have in school with the learning of English is minimal, because as I mentioned this, they only have two hours a week, that's why in my English classes I try to give them everything with relation to English and take advantage of the time to the maximum for the process teaching-learning. **Also, in the house the contact with English learning is reduced**, since the parents go to the mountain to work the land since very early and students when they leave the school also go to the mountain therefore, there is not much support from the fathers in the process educational.

They like to listen to songs in English, and class activities that generate movement, they like paint images and draw. Currently, the institution has a solar panel, which was donated, however, only for the bulbs of the teachers' house, so sometimes I take advantage and charge my speaker and with my memory I put songs to them in English according to the topic that I'm going to work on and I project some videos in English that I downloaded in my computer from you tube, so that they can hear the pronunciation better and so they enjoy these English classes.

On the one hand, these students in the academic part can develop skills normally as a student from Buenaventura, however, they must be leveled to students to raise the level of English language learning, because as mentioned earlier they had not had an English teacher with a training or profile as such, for that reason their level is low. And this is what I am working because they also deserve a quality education as the rest of the students of the country. But, there is another situation and is the following that **the institution does not have all the resources** for the teaching-learning process and as a result, the task becomes more difficult, but it must be done. On the other hand, **Raposo's students have strengthened skills** with relation to students from Buenaventura and are due to its context, which are the seeding, the fishing, the handling of canoes or boats, cutting the grass, among others.

The institution has a PEC (Community Education project), which must be revised since its emphasis is agriculture and students no longer want to work on this emphasis of the PEI.





After finishing the class, I go to the house. This is next to the school and I prepare lunch and have lunch, and I get ready to start the second routine of the day with parents of families who are literate and others who are finishing high school. These levels go from 2:00 pm, until 5:00 pm, time I come back at home to do some household chores, I must prepare classes from different subject because, I teach five subjects for the next day. When I have already finished this task at night, I sit down on my computer to do university tasks until 12:00 pm or 1:00 am in the morning that I go to bed to wait the next day and start with my daily routine. This is my reality.

8.5 Narrative Frame

Jurledy Angulo

Institution Jaime roock

Secondary grade

Age 14

Yo soy un estudiante de la institución Educativa Jaime Roock, **mi grado es** secundaria. **¿Qué es lo que más le gusta hacer?** me gusta jugar futbol, música y venir a la escuela y ayudar a mis papas en la casa. **Describe un día en la escuela.** Llegamos en la lancha, nos forman, entramos al salón de clases y hacemos las actividades que los profes nos dicen, luego vamos a recreo, el refrigerio y ahí jugamos un rato, volvemos a clases y luego nos vamos pa la casa, mientras llega la lancha nos ponemos a jugar y cuando la lancha llega nos montamos en ella y nos vamos. **¿Qué materias ud las disfruta y por qué?** Me gusta educación física y ingles porque en física juego futbol y me divierto con los compañeros y en ingles escucho música, la profe nos saca a caminar y nos dice que conozcamos palabras en inglés y también nos pone a pintar y buscar en el diccionario. **Describe como es una clase de inglés**, la profe nos hace un juego, de ahí nos explica y nos da copia para hacer trabajo, otras veces nos saca a la vereda a conocer palabras en inglés y la pasamos bien. **¿Hace en casa tareas de inglés?** A veces las hago y otras no porque no tengo diccionario.



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¿Cree que es importante aprender inglés? Si, la profe nos dice que si uno sabe ingles va tener mejor oportunidades y yo creo. **¿Qué piensa de la institución Jaime Roock?** Me gusta venir a mi escuela, pero quisiera que tuviéramos más cosas como las de Buenaventura, unas sillas mejores, computadores, internet y donde uno jugar sin llenarse uno de barro. **¿Como describe el Rio Raposo?** Era bonito, pero, por la contaminación está muy feo, también es muy peligroso cuando se crece y se pueden ahogar gentes.

8.6 Narrative Frame
 Juan Camilo Valencia
 Institution Jaime roock
 Secondary grade
 Age 15

Yo soy un estudiante de la institución Educativa Jaime Roock, **mi grado es** secundaria. **¿Qué es lo que más le gusta hacer?** Nadar, andar en lancha, pescar y venir a la escuela **Describe un día en la escuela.** Vengo caminando de mi casa a la escuela, nos forman, entramos al salón de clases y hacemos las actividades como siempre, que los profes nos dicen, luego vamos a recreo, el refrigerio y ahí jugamos un rato, volvemos a clases y luego nos vamos pa la casa, mientras llega la lancha nos ponemos a jugar con los compañeros que están esperando la lancha. **¿Qué materias ud las disfruta y por qué?** Al principio no me gustaba ingles porque el otro profe siempre nos colocaba a buscar palabras en el diccionario y esto no me gustaba, ahora la profe nos pone música, película y nos saca a la vereda enseñarnos palabras en inglés. **Describe como es una clase de inglés,** la profe nos enseña las palabras que vamos a trabajar y luego nos explica y de ahí nos da una copia para que la trabajemos en



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grupo o solos. **¿Hace en casa tareas de inglés?** Hay días que voy donde un amigo que me preste el diccionario y este a veces no me lo presta. **¿Cree que es importante aprender inglés y por qué?** ¿Sí, porque nosotros podemos hablar con otras personas de otras partes. Qué piensa de la institución Jaime Roock? Me gusta mi escuela porque los profesores nos enseñan bien y la profe nos saca a la vereda, yo he aprendido muchas cosas por eso no me gusta cuando no hay clases y me quedo en la casa. **¿Como describe el Rio Raposo?** La gente es buena, le gusta trabajar y el rio pues está contaminado y nos da enfermedad, mata los animales y cuando se crece es peligroso y uno se puede ahogar.

8.7 Themes and corresponding sub-themes that emerged from the coding of data

Themes	Sub-themes
The pre-service teacher history in a community of Buenaventura and the region “El Tigre-Rio Raposo”	Before being a pre-service English teacher at the Raposo river.
English teaching practices	Previous experiences as an English teacher: - Practices in the pacific region of Buenaventura-“El Valle” Buenaventura is located in the southwestern zone of Colombia. - English teaching practices in the Raposo river- of El Tigre Raposo river belongs to Valle del Cauca in Colombia.

8.8 Oral Narrative

What are the students’ interests?

How one of your students describe a school day?

How do they go and come back to school?



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Which contact do students have in English?

How one of your students describe El Tigre-Rio Raposo?

What do your students think about the school and the experience of learning English?

Students' narrative

Multidata Picture #1	Students' Voices	English teacher's voice	Analysis
 Institution educative JAIME ROOCK, this school is in the Raposo River, specifically in the village The Tigre, in rural zone of Buenaventura, and this is the principal school. And It has twelve schools which all work under multi-grade modality. The multi-grade, in the primary carried out its classes by Escuela Nueva Model in some subjects, except in English classes. There is something relevant and this is the next: in this institution Jaime roock, in secondary grades, there are multi-grades too, because in each classroom of secondary there are two courses, and this is multi-grade because these classrooms have more than one course. In secondary, the English classes have not carried out by Post primary model because for this subject there are not post primary texts. Teacher is giving English class with texts, methodology and strategies from Santo Tomas university and texts from internet and others. The teachers must teach five and six different subjects that are not his/her profile to all secondary grades and for that reason students must work autonomously most the time.	What students think about their institution Jaime Roock. Me gusta mi escuela porque los profesores nos enseñan bien y la profe nos saca a la vereda, yo he aprendido muchas cosas en la escuela, por eso no me gusta, cuando no hay clases y me toca quedarme en la casa. J.C. Secondary. Age 15. Me gusta venir a mi escuela, pero quisiera que tuviéramos más cosas como las de Buenaventura, unas sillas mejores, computadores, internet y donde uno pueda jugar sin llenarse uno de barro. Y.A. Age14. La escuela donde nosotros estudiamos y tiene un color blanco y verde, la escuela es muy importante porque ahí nos dictan las clases y puedo disfrutar de ese hermoso paisaje y recrearse del árbol que tiene. La escuela se llama Jaime Roock, porque un hombre que entro acá, se colocó ese nombre. C.M.	Puedo asegurar que ellos ven la escuela como su segundo hogar, ya que ellos pasan buen tiempo en esta. Además, nos ven como parte de sus familias porque nosotros somos maestros cuando enseñamos, médicos cuando se nos desmayan en el salón por qué no han comido en sus hogares y tratamos de darnos cuenta sus problemas, de sobarles la cabecita y de estar apoyándolos ahí en algunas situaciones que están dentro de nuestras posibilidades. Es por eso que ellos añoran cuando no hay clase ya que nos extrañan. Como también, quisieran que su escuela les brinde unas garantías como en otras regiones. Jaime roock, es el nombre de la escuela y este nombre se da en honor a un extranjero explorador, quien paso por este territorio en busca de oro. Por cuestiones topográficas esta escuela es construida en parte alta del Rio Raposo, y este pasa por debajo de la escuela, ya que se da en este lugar alto previendo desbordamientos del rio cuando llueve. Esta es la sede principal y tiene doce subdesdes. Esta escuela es pública. Este panel solar fue donado por Ecopetrol, para la escuela, pero en la actualidad está dañado.	Pleasure for learn Very precarious learning conditions. Teachers are more than teachers. They are mom, they are a doctor Lack of food affects learning Precarious conditions in the infrastructure and economic Situations of vulnerability and conflict. Teaching Methodology El Tigre (Raposo), is one of the village most affected in housing, unsatisfied needs, violence, food security, nutrition, difficulties for sowing and marketing their products. The inhabitants of this river must go to the mountains very early and take their children with them to support them in the sowing. All this leads me to analyze that, they are situations that affect the learning on the students. A student without have had a good feeding can have problems of bad nutrition. Also, the conditions of vulnerability, precarious condition infrastructure and economic which students are exposed

			are not the most adequate for the attention of these students and for acquire a language. All these affect learning on students. Although the students like to go to school, the conditions offered by the government are not the best and although the school works with the methodology of new and post primary school, there is no follow-up to these and is not well structured and each actor does what they can, due to lack of guarantees from the government.
Multidata Picture #2	Students' Voices	English teacher's voice	Analysis
	How do students describe an English class? La profe nos enseña las palabras que vamos a trabajar en una cartelera y luego nos explica y de ahí nos da una copia para que la trabajemos en grupo o solos. Y.A La profe nos hace un juego, de ahí nos explica y nos da copia para hacer trabajo, otras veces nos saca a la vereda a identificar algunas palabras en inglés y la pasamos bien. J.C	Esta es una clase de inglés en la cual estoy trabajando Daily Routine, utilizo carteleras para apoyar mis clases y de esta forma les llame más la atención para el aprendizaje de inglés. Las salidas pedagógicas, los juegos, las películas y videos acorde con los temas, que ayuden a motivar las clases y en consecuencia contribuyen con el aprendizaje de inglés.	Teaching methodology So, it is evident that the teacher is label words and she is using the same methodology in her English classes. Grammar translation methodology is not entirely feasible for the English teaching process, since, it does not allow the full development of the four necessary skills in this process. As also, this method limits the teacher-student interaction and consequently there is no exchange of knowledge. And the little participation on the part of the student creates an atmosphere of lack of motivation for learning. Play and Pedagogical outputs. It is also evident that games and pedagogical outputs are very relevant for students since they represent the

			ruptures in those traditional paradigms in the teaching-learning process.
Multidata Picture #3	Students' Voices	English teacher's voice	Analysis
	Describe a day in the school. Llegamos en la lancha, y todos los días nos forman, entramos al salón de clases y hacemos las actividades que los profes nos dicen, luego vamos a recreo, el refrigerio y ahí jugamos un rato, volvemos a clases y luego nos vamos pa la casa, mientras llega la lancha nos ponemos a jugar y cuando la lancha llega nos montamos en ella y nos vamos. Y.A Vengo caminando de mi casa a la escuela, nos forman, entramos al salón de clases y hacemos las actividades como siempre, que los profes nos dicen, luego vamos a recreo, el refrigerio y ahí jugamos un rato, volvemos a hacer las actividades de clases y luego nos vamos pa la casa, mientras llega la lancha nos ponemos a jugar con los compañeros que están esperando la lancha. J.C	Esta es una evidencia de cómo se realizan las formaciones y aunque en ocasiones no les gusta formar, todos los días se hace porque a través de esta formación le enseñamos el orden, valores éticos y morales ya que, hacemos la oración, se les lee un tema que genere reflexión entre ellos, luego de forma muy organizada se van al salón de clases. Contribuyendo todo esto a la formación de un ser íntegro.	Lack of autonomy transmission of ethical and moral values It is evident that there are students who live near village Tigre and they arrive at the school by foot. However, there are others who live very far from this village and they are who must wait for the canoe. These students are picked up by Mr. Freddy Cuama, who is a member of the Village and runs the school's boat On the other hand, in the Jaime Roock institution there are norms and within these is the formation because, through this the students acquire order and are based on ethical, moral values and their beliefs. However, students see formation as a routine or imposition that does not allow them to be autonomy. As also, some activities that according to the expression given by the child, sound like they are imposed by the teacher, and in consequence restrict the motivation for the teaching-learning process. In addition, it is

			evident that other religions that are not Catholic are not taken into account when making the prayer, this being evidence of the lack of free expression by part of the students, since it is all as outlined. Poor Methodology the same activities Plays The game is so relevant for these students because, through this, students feel that they break with traditional paradigms in the learning process and consequently children feel free, autonomous, and authentic and this they like. Raposo's students are at an age that game represents too much for them. They are also from an ethnic group of the Pacific Colombian that likes the movements, the dancing from their culture.
Multidata Picture #4	Students' Voices	English teacher's voice	Analysis
 This image shows us an English class where the students are in a farm having contact with some natural fruits (banana). As also, they are working pronouncing these fruits in English. This class is very relevant to the teaching-learning process because, this allows	Veo una finca donde hay un banano, que los estudiantes están observando y están conociendo como se llama en ingles el banano. El banano es muy importante porque de ahí depende nuestra alimentación. M.C.	Este alimento juega un papel relevante en el Rio Raposo porque la mayoría de estas familias les gusta comer el tapado de pescado, que es un plato muy típico de esta región y el banana o plátano es un complemento de este plato típico por eso este alimento es tan relevante y no debe faltar en la cocina de estos habitantes del Rio Raposo.,	Teaching Methodology It is clear that the teacher label words and she uses grammar translation methodology and this methodology is not bad, but it is evident that this methodology must complement to be more effective in the development of the four skills because it is evident of the poverty in the methodology used. Pleasure for some products the teacher should take advantage of the preference that some students have for

students to interact with the context of its region, since the banana is a fruit that they sow and cultivate for the sustenance and feeding of the inhabitants of the Rio Raposo. Therefore, there is a direct contact of the object with the meaning and its pronunciation.			some products of the region and take advantage of this relationship to prepare the activities and not only stay in grammar translation methodologies, and consequently the classes will be more motivating.
Multidata Picture #5	Students' Voices	English teacher's voice	Analysis
	Estudiantes dicen que estas clases inicialmente no les gustaba porque el profesor de inglés que tenían anteriormente siempre los colocaba a buscar en el diccionario palabra y que ahora ya les gusta porque dibujan en estas clases ven videos y salen a la vereda	Esta es una clase que me pareció muy significativa porque era relacionada con describir como estaban vestidas las personas (clothes), por lo tanto, estudiantes empezaron con describir los dibujos que ellos mismos hicieron y luego empezaron a describir sus ropas entre ellos. Considero que los profesores debemos valernos de todas estas estrategias como las imágenes, el dibujo, las salidas, la música entre otras, para que la enseñanza aprendizaje sea muy eficaz.	Poor authentic material Pedagogical outputs/rhythms movements The lack of materials and some erroneous methodologies limit the teaching-learning process in the students, therefore it is important that materials and teaching methodologies are acquired so that there is a good teacher-student interaction and classes will be motivating. It is evident that this context is Afro and they like the movement, the rhythms, games, pedagogical outputs, that is to say everything that causes movement and that is the key to the English classes.
Multidata Picture #6	Students' Voices	English teacher's voice	Analysis
	Los estudiantes están en una clase de inglés la profesora los llevo allá para identificar la palabra lancha en inglés. La lancha tiene un significado muy importante para los habitantes del rio porque ahí se pueden trasladar de la casa a la escuela o de la casa al monte	Esta lancha juega un papel fundamental en el proceso de enseñanza aprendizaje de los estudiantes, debido que cuando no hay gasolina o cuando se daña el motor, algunos estudiantes no pueden asistir a clase porque viven muy	Teaching Methodology Pedagogical outing Relevance to the context Very precarious learning conditions.



This photo shows us an English class of a pedagogical outing in the village of El Tigre, where the objective of the class is that students to interact directly with some elements of their context and as they relate these elements with English learning. Being this an experimental learning, since, in this image, the word Canoe, is related to the word in English and the object which the students are interacting with.

Besides, the word Canoe has relation with Institution JAIME ROOCK because this is a mean of transportation for students from this institution. The boat picks them up from 6:00 am to 7:15am that is the time that students are formed. And the boat come student back at 12:45 pm. This boat picks students from different villages that come to class, and when the resources that give the governments have not finished for gasoline.

On the other hand, the word canoe has relation with their house because, they go to the mountain to work the land

distantes, otros llegan a la escuela en potrillo de su propiedad o algún vecino que los trae, los cuales son muy riesgosos por desbordamientos del río y otros lo hacen por trochas o caminos, por no quedarse en sus casas, siendo estas muy distantes.

Pleasure to learn

It is evident, the type of methodology used by the teacher (Grammar Translation), which is not bad for the teaching-learning process of English, but this should be reviewed, taking as reference the context in which they are located and using strategies as outputs, games and others that are relevant to students so that learning has greater motivation.

On the other hand, it is evident that the precarious condition through which these students passes does not allow the good development of the classes having a negative influence on the teaching-learning process.

Have some students that when there is not gas for the boat do not come to school, because they live very distant, it also affects the learning by the intermittency.

Not counting the risk for which these students are exposed to ride the boat because they do not have good conditions because there is not lifeguard. And without counting that they do not have student insurance in case of accidents. The government does not provide all the guarantees for work in this village.

Multidata Picture #7	Students' Voices	English teacher's voice	Analysis
 These images show us an English class, which has an aim that students identify, know and pronounce vocabulary in English, at the time of being in a restaurant. This class is also related to the context of the region because there are vegetables that the inhabitants of this region sow and can be requested in a restaurant. The visual material for this class is made by the teacher with the aim of being able to develop her class better. Initially, the teacher begins with a dynamic of sit down and stands up, then she modulates the vocabulary and students repeat this after her. Later, she explains how to ask and request food in a restaurant and students respond to this in a role-based manner. Finally, she leaves vocabulary of other foods so that students become familiar with the new words and build sentences with them	Me parece muy buena esta clase porque aprendemos más el inglés.	Esta clase permite que estudiantes tengan un conocimiento general en el aprendizaje del inglés a la hora de interactuar en otros contextos diferentes a esta región, es por eso que es importante el conocimiento de vocabularios a la hora de ordenar en un restaurante.	Pleasure for learn Teaching Methodology Teacher should change methodology because she is using the same strategies methodological for teaching that is grammar translation. Teacher should not only use visual material because students are Afro and these kinds of people like movements, rhythm and pedagogical output that motivate students for learning.

Multidata Picture #8	Students' Voices	English teacher's voice	Analysis
 Esta imagen describe una situación real con personas del río Raposo, por ejemplo, podemos ver cómo los estudiantes están limpiando la hierba que está en la semilla. Esta es una práctica que hace parte de la vida de personas de esta región, es decir que representan su cultura.	Ahí estamos los estudiantes del grado 10°, estamos rozando, unas piñas. Es importante rozar porque ahí podemos nosotros comer cuando están maduras. Acostumbran a rozar con los padres y con los hermanos.	El campo hace parte fundamental de la vida de los habitantes de este río. Estar activos en el campo les permite estar pendientes del territorio, de la siembra y de todas sus costumbres que ellos fomentan. Como también el estar activos en el campo les permite sembrar y limpiar sus cultivos y en consecuencia la cosecha de estos frutos ya que de ahí depende la alimentación de los habitantes de este Río	Survive The land is part of people's survive, for that reason, it represents too much for this community. The land is part of their life, sowing, the fishing all is a way of living of these persons
Multidata Picture #9	Students' Voices	English teacher's voice	Analysis
	El campo es algo que hace parte de nuestras vidas. D.M	Considero que el campo para estos habitantes es fundamental, ya que este representa mucho para ellos por hacer parte de sus costumbres ancestrales.	custom The inhabitants of the Raposo river sees in the land a way to survive to their needs for that reason is very relevant for them.

Multidata Picture #10	Students' Voices	English teacher's voice	Analysis
 Esta foto demuestra parte de la escuela, la cual está pintada de verde y blanco. En el primer piso queda el restaurante escolar y un salón de primaria. En el segundo piso queda la sala de informática y el salón de octavo-noveno. La casa de madera es la casa donde vivimos los profesores. En esta casa vivimos seis profesores, cada uno en un cuarto.	Me gustaría que el restaurante escolar tuviera unas sillas para el refrigerio. V.C. Me gustaría que mi escuela tuviera una sala de informática con buenos computadores para practicar las clases de informática e internet. F M	Lamentablemente no contamos con equipos tecnológicos para dar las clases de informática, ya que hay cinco computadores por no decir nada, pero todos están en mal estado y no funcionan y en consecuencia las clases se dan solo teóricas y no practica.	Precarious conditions and infrastructure The government provides conditions that do not guarantee or satisfy the inhabitants of the river Raposo, since there are not projects or programs that strengthen the habitat of these communities for their subsistence. Also, it doesn't provide the conditions for schools in infrastructure, materials, equipment and other essential elements for the proper maintenance of the same and consequently the school does not provide the tools, materials and dignified conditions so that teachers who have left their families can't be motivated for teaching and consequently, all these elements affect the teaching-learning process of the Raposo River students.
Multidata Picture #11	Students' Voices	English teacher's voice	Analysis
	How do you describe this picture? Esta foto es la vereda del tigre en la parte alta queda la iglesia católica donde nos reunimos para rezar. Este árbol es muy bonito porque aquí nos subimos y cogemos las pomarrosas y jugamos alrededor del árbol. M.M	En esta foto se evidencia parte de la vereda el tigre, específicamente la iglesia católica de la vereda el Tigre y lo que me asalta en duda es que en esta vereda muy poco se ve iglesias cristianas.	culture Is evident that in the Raposo River, the most predominate religious is the catholic than the Christianity. The most people from this river is catholic and they predict this religion.

			
Multidata Picture #12	Students' Voices	English teacher's voice	Analysis
	How do you define this English class? La profe nos coloca actividades en el tablero para que transcribamos y coloquemos en los espacios los adjetivos posesivos.	Esta es una clase que enseño los adjetivos posesivos. Explico el tema y luego coloco una actividad en el tablero `porque no tenemos fotocopiadora. La actividad consiste en que los estudiantes deben transcribir y colocar en los espacios los adjetivos posesivos.	Teaching Methodology It is evident the methodology that teacher is using grammar translation.

Multidata Picture #13	Students' Voices	English teacher's voice	Analysis
	Esta foto muestra a don Teo tejiendo una red para la pesca. C.M	Este hombre está tejiendo su red para luego irse al mar a trabajar la pesca. La tejida de la red hace parte de sus prácticas o costumbre, algunos hombres acostumbran a tejer ellos mismo su red y luego se van a pescar al mar. Esta práctica la realizan desde muy tempranas horas. En ocasiones cogen algunos pescados para alimentarse y otros los venden para alivianar su situación y de esta forma sobrevivir a su dura situación cuando el rio no está muy contaminado. En otras ocasiones van a pescar y les toca devolverse sin un pez, perdiendo así todo el día.	Custom Is evident that people from Raposo river has some custom that are relevant in their context for survive. The fishing, sowing, weave the network Man, from this river dedicate their life to this practice
Multidata Picture #14	Students' Voices	English teacher's voice	Analysis
	Esta es una choza, es ahí donde vivimos y hacemos nuestros oficios. En ocasiones las fuertes lluvias se nos pasan y nos mojamos. Y.C.	Esta imagen de una casa evidencia la situación en la cual viven habitantes del rio Raposo y toda una vida llena de necesidades y de situaciones insatisfechas.	Precarious conditions Is evident that this house shows us the vulnerability of people from Raposo river. People from this community don't have the guarantees that the government must give them for have a good life, for that reason people do what they can because they have unsatisfied live an and full of needs.

Multidata Picture #15	Students' Voices	English teacher's voice	Analysis
	Los profes cuando van entrando al rio de la semana de cobro.	Aquí vamos entrando a la vereda los profesores, como es usual, ya que, salimos cada viernes fin de mes a cobrar y a hacer nuestras diligencias y los que tienen control médico a visitar a este. La permanencia de los docentes en Buenaventura dura una semana de las cuales somos convocados todos los días en la mañana a la oficina del colegio a planeación o capacitación para justificar la semana. Los profesores, alquilamos una lancha a un señor de la comunidad Freiner Márquez, quien nos saca del rio y nos entre cada mes porque, el transporte de lancha no es muy fluido por los riesgos del mar como atracos entre otros. Las condiciones son muy difíciles ya que nos toca estar sentados entre cuatro y cinco horas para llegar a la vereda, Llevar sol y luego agua, Los viajes son muy difíciles porque cuando llegamos en ocasiones los malestares de gripa, escalofríos dolor de cadera, espalda y malaria. El dolor de la cadera o columna es muy fuerte por tantas horas de estar sentados. Además, nos exponemos a los peligros del mar porque no sabemos nadar y a los violentos. Otro padecimiento es que si no hemos recogido agua de la lluvia a cargar Valdés de agua al rio para realizar nuestros que oficios.	Precarious condition It is evident that all these precarious conditions which pass teacher too affect the teaching and learning process because when the teacher get sick, he has been out the school and students lost the classes for the absence of the teacher. Teacher don't have guarantee for work in their classroom. The lack of family context also affects the teaching process for those reason teachers make what they can.

Multidata Picture #16	Students' Voices	English teacher's voice	Analysis
	How do you describe this picture? Esta es mi mama lavando la ropa en el rio porque no contamos con lavaderos para hacerlo en la casa.	Madres de familia del rio raposo haciendo sus qué haceres en el rio. Estas mujeres se ven expuestas a unos fuertes soles para realizar sus oficios domésticos. Además, están faltas de oportunidades para una vida digna.	Lack of opportunity Lack of support to your children in the school It is evident that these women must do difficult work within their home, so it is difficult for them to support their children in the accompaniment that parents should do. some parents do not support them due to lack of time and others because they do not have the knowledge to support children

Multimodal data	Transcription or Report	Analysis
Video # 1 ¿? 	¿Cómo se llama la niña? Ana Faisuri Cándelo Hurtado 13 ambos Noveno grado ¿Qué te gusta que hace la profesora de inglés? La profe hace dinámicas, y luego coloca el tema y hace actividades ¿Cuáles? Lo que nos gusta o no nos gusta Silencio.... Banana... ¿Cómo dice me gusta la banana? Sin temor.... Me gusta I like La niña contesta I like banana ¿Eso significa que?	Faisuri Cándelo nombres que indica que son estudiantes del pacifico colombiano. veredas afrocolombianas Edad acorde con el grado que cursa A la estudiante le gusta la clase porque hay dinámicas Método de grammar translation

	¿Como se llama escuela? Jaime Ro La escuela es grande, tiene tres puertas seis salones y ¿Aquí pasas todo el tiempo? De 7: 1/2 a 12:1/2 ¿Cómo llegas a la escuela? Caminando ¿Qué te gusta de la clase de inglés? Las canciones, los gustos y los disgustos Las canciones me gustan porque aprendo	¿¿Todo el tiempo?? NO, solo medio día. Camina, no viene en lancha A la niña le gustan las canciones
Multimodal data	Transcription or Report	Analysis
Video # 2		
	¿Cuáles tu nombre, tu edad y el grado en el que estas? Jaminto Garcés corrales Tengo 13 años Grado 7o Describe una clase de inglés, como te han parecido y que es lo que hacen en las clases. Las clases le han parecido bien porque la profesora les ha enseñado varias cosas que no sabe. ¿La profesora llega y que hace? Describe esto. La profesora llega y nos saluda en inglés y nosotros tenemos que responder en inglés. Silencio... Luego nos dice un canto en inglés, y luego nos explica para hacer las actividades. Hamilton tú podrías decir un saludo en ingles que te acuerde?	Apellidos que indica que es estudiantes del pacifico colombiano. Y que es afrodescendiente colombiano. La edad está algo subida para el grado o nivel de estudio. Le han gustado las clases de inglés porque ha aprendido varias cosas como cantos. Método de grammar translation

	Hi Good Morning Que significa? Hi, hola y Good morning, Buenos días ¿Que otro sabe? Good bye, adiós ¿Las clases son siempre en el salón o como son las clases? Varias veces son en el salón y varias veces nos saca a observar ahí. ¿Cuándo les saca a observar que es lo que hacen? Cuéntanos tu como lo hacen o que les lleva a mostrar? Por ejemplo, como la banana uno la observa y ahí ella le dice el nombre en inglés. ¿Por ejemplo, como se dice banano en inglés? Banana. Ok, muy bien. ¿Qué otra frase tu te has aprendido de estas salidas que la profesora les haya enseñado? Por ejemplo, chicken ¿Qué significa chicken? Pollo ¿Dónde vives y qué significado tiene para ti la lancha? Vivo aquí en la vereda y la lancha sirve para movilizarnos y para transportarnos. Describe el rio Raposo y lo que más te gusta. El rio raposo es bonito, hay playas muy bonitas y lo que más me gusta es bañar, correr y jugar futbol.	Las clases de inglés varían de escenarios. Método de grammar Translation. Viene caminando no por lancha. Gusto por bañar, correr y jugar futbol.
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	¿Te acuerdas uno de los cantos que la profe les haya enseñado en inglés, para que nos cantes un pedacito? Everybody salsa, everybody, everybody. Jajajajaj. ¿Describenos como es tu escuela y porqué te gusta estar en tu escuela? Es grande y tiene 6 salones, hay un restaurante y me gusta estar en la escuela porque aprendemos muchas cosas que no sabíamos. ¿Cuéntanos cuando llegas a casa prácticas el inglés o como haces para hacer las tareas que deja la profe, si las haces o no las haces cuéntanos? Varias veces busco un diccionario y las palabras que no sé qué significan las busco ahí y las selecciono- Quieres darle un saludo a los docentes de Bogotá? Bye. Ok, Jaminto muchas gracias.	Gusto por la escuela para aprender. No hay frecuencia para realizar tareas.
Multimodal data Video # 3	Transcription or Report	Analysis
	¿Nombre edad y grado? Angie Paola Mestizo Parra 16 años de edad Grado 11° ¿Describenos una clase de inglés, como son estas y lo que más te ha gustado? Las clases son muy divertidas, la profe cuando llega al salón saluda en inglés y luego coloca actividades para transcribirlas a español y lo que más me ha	Apellidos que indica que es estudiantes del pacifico colombiano. Y que es de descendencia afro por sus rasgos característicos. Su edad es acorde con su nivel educativo. La niña le parecen divertidas las clases de inglés y le gusta mucho las canciones, las salidas pedagógicas, y los textos.



gustado son las canciones, las salidas para conocer en inglés palabras y los textos de inglés.

[Describe tu escuela y un día de escuela desde que llegas hasta que te vas a la casa.](#)

Lo que más le gusta de su escuela es la forma como está pintada, viene porque es importante estudiar para tener un futuro.

[Cuéntanos acerca del río Raposo y de su gente como vive.](#)

El río Raposo es grande y bonito tiene hermosas playas y árboles, el agua, a veces se bañan muy rico, pero ya no porque está contaminado y les puede afectar. La gente se alimenta de banano, chivo, papa china.

[¿Cuáles el medio de transporte de los habitantes de Raposo y como llegan a la escuela?](#)

Llegan en una lancha de motor cuando hay gasolina o cuando no hay llegan a canalete. La lancha es muy relevante ya que les sirve para ir al monte o llegar a Buenaventura con enfermos.

[¿Como es el proceso de tareas cuando llegan a casa y como se da este?](#)

La profesora deja tareas y muchas veces la buscan en los diccionarios de inglés y muchas veces las practico en palabras que me acuerdo.

[¿Te acuerdas de alguna palabra en inglés?](#)

I am too

[¿Tu nos podrías saludar o dirías cuales tu nombre en inglés?](#)

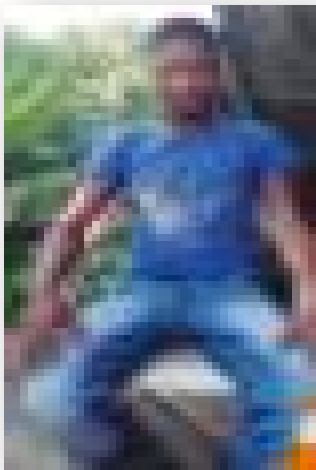
Es relevante estudiar para la niña, ya que marca el futuro.

El río es muy bonito y actualmente se ha disminuido el baño en el río por la contaminación. Y la gente se alimenta de sus propios cultivos.

El medio de transporte juega un papel vital para los enfermos. Y muy relevante para poder desplazarse los estudiantes a la escuela.

Método Grammar translation.

La relevancia que tiene el campo y la siembra para las familias del río Raposo.

	I am Angie Paola Angie, como es tu casa, si tus padres van al monte, cuéntenos este proceso? Mi casa es grande, mis papas van al monte, cuando no estoy en la escuela me llevan a sembrar papa china, sato entre otros alimentos. Un saludo a las docentes e Bogotá. Bye.	
Multimodal data Video # 4	Transcription or Report	Analysis
	¿Cuáles tu nombre, edad y grado de escolaridad? Marlon Andrés Angulo Mina Edad 15 años Grado 9 Describe una clase de inglés, como son estas y lo que más te ha gustado. Cuando llega nos saluda en inglés, nos pone a cantar en inglés everybody salsa y nos saca al tablero. Todo excelente. ¿Y cuando los saca al tablero como es la dinámica de la profesora? Salimos a escribir al tablero y otras veces a hablar entre nosotros. ¿Como es un día de clase desde que comienza hasta que se van a casa?	Apellidos que indica que es un estudiante del pacifico colombiano. Y que es de descendencia afro por sus rasgos característicos. Su edad está un poco alta para su nivel académico. Lo que le ha gustado la forma de llegar y saludar en ingles de la profe, las canciones que realizan Y la interacción en ingles con los compañeros. El rio es muy bonito, pero está contaminado.

	Llego a la escuela un poco tarde, pero es bueno porque uno aprende muchas cosas. ¿Como es el rio Raposo? Es muy bonito, pero a veces no podemos bañarnos ahí porque está contaminado. ¿Realizas las tareas que deja la profe para la casa? Algunas veces ya que cuando llego a casa debo ir a ayudar a mi abuela en la casa ya que vivimos solos y de ahí irme al monte haber que traigo para comer.	A veces realiza actividades para la casa ya que se debe ir al monte.
Multimodal data Video # 5	Transcription or Report	Analysis
	¿Cuáles tu nombre, edad y grado? Zara Mina Angulo 12 años de edad Grado 6° ¿Qué es lo que más te gusta de las clases de inglés y por qué? Cuando la profe nos pone a cantar en inglés y nos saca a la vereda porque es muy divertidos y conocemos nuevas cosas en inglés. ¿Qué es lo que más te gusto de este video y por qué? Hablar en inglés con mis compañeros y que ellos me entendieran.	Apellidos que indica que es un estudiante del pacifico colombiano. Y que es de descendencia afro por sus rasgos característicos. Les divierte el canto en inglés y salir a conocer. Les gusta interactuar con sus compañeros en inglés.

Multimodal data Video # 6	Transcription or Report	Analysis
	Este video muestra una clase de inglés donde la profesora inicia la clase con un saludo en inglés. Luego continua con una dinámica de simón says, los estudiantes se ven muy divertidos con la dinámica. Posterior a esto la profesora presenta el tema de la familia y pronuncia en ingles los integrantes que conforman la familia y los estudiantes repiten después de la profesora. Finalmente, la profesora explica el tema, da fotocopias y estudiantes realizan la actividad.	Estudiantes afro que evidencian el gusto por las clases en ingles a través de actividades rítmicas. También dan evidencia de como a través de este tipo de actividades los estudiantes se sienten libres ya que expresan a través de la música el ritmo su libertad y autonomía. También es evidente la metodología que utiliza la maestra es grammar translation.



9. Themes and Sub-themes:

9.1 Previous experience as an apprentice of the English Language

First without professional training as a teacher and then, with some training at a professional level as a teacher of languages, contained in a narrative in which I also express my own difficulties in the face of my practice and my attitudes towards the same difficulties.

“I started studying the Degree in Foreign Language, at Santo University. At the beginning, everything was very difficult, the degree of demand of teachers, the platform, some methodologies for learning, that the University uses. Sometime I didn't understanding some contents and you don't find a person next to me, who gave me his/her point of view, in relation to that topic that sometimes does not understand very well”.

9.2 Self-training

To improve my teaching and learning process of the English language, I have been very recursive in reading texts in English to expand my vocabulary. As well as, I have practiced grammatical structures making use of self-learning to improve my pedagogical work. All these strategies used through self-learning have allowed me to develop skills for the improvement of English language learning.



9.3 Interaction with others English Teachers

Being guided by teachers who have been committed to teaching the English language, is what has allowed me to be who I am today, "teacher", and since they have been very relevant reference for my teaching-learning process, so much that today are my inspiration. *"For example, when I was in Buenaventura, I was going to the Colombo Americano to the conversation club on Friday and I have the opportunity of interact with different people who know the English and I enjoyed this meeting because I learned something every time that I went there, and I put my English in practice but now". Uhh.*

9.4 Being a pre-service English in Rio Raposo

Having all these beliefs about the English language teaching in an innate way allowed me to strengthen my learning for the teaching process, based on the imitations of those who were my teachers without acquiring a theoretical basis and who were subsequently structured and supported through my teaching-learning process in the Bachelor of Foreign Language English.

My students say that... ***"Me gusta mi escuela", "la escuela es muy importante porque ahí nos dictan las clases y aprendemos" "me parecen muy buenas las clases de inglés porque así aprendemos el inglés" "Es relevante estudiar ya que marca el futuro".*** All these manifestations reflect that they have the taste and disposition for learning the English language. However, through expressions like these: ***"Me gusta venir a mi escuela, pero***



quisiera que tuviéramos más cosas como las de Buenaventura. Unas sillas mejores, computadores, internet y donde uno pueda jugar sin llenarse uno de barro", "Me gustaría que el restaurante escolar tuviera unas sillas para el refrigerio", "Me gustaría que mi escuela tuviera una sala de informática con buenos computadores para practicar las clases de informática e internet". With this, they express the desire that government and their school provide them decent conditions and conditions equal to those of other institutions in urban areas.

The context allows me to identify which are some cultural, economic and historical factors etc. which part of the identity and the reality of the inhabitants of the Raposo river and that are can affect the process of teaching English language learning. All of these are evidenced in the data analysis.

9.5 English Language Teaching

Some accounts show that I was very creative for the teaching process, since my students enjoyed the English classes, a situation that allowed me to apply my strategies to be more dynamic and participative, allowing these strategies to make them lose their fear and interact more in the class of English.

"When I first started to teach at the first was a little difficult because I didn't have some orientations for my pedagogical practice even I investigated some strategies in order to improve my practical, it was very difficult at first prepared classes for teaching and study





for my career and investigate material relating with the level because in the moment I didn't have a guide for my classes".

The voices of my students describe... that teacher uses the grammar translation methodology for English classes. As well as, the use of games strategies, songs in English, pedagogical outputs, role play, interaction between students, dynamic classes, motivating and fun for the process of teaching English language learning. All this is referenced in the analysis of data, by the students' own voice.

9.6 Significant experiences as a pre-service teacher

Having been hired as a teacher of English and with basic knowledge, for me this is a very significant experience in my life. Today I thank God that through my process of teaching English language learning and specifically to the degree of English as a foreign language I have acquired a specific training in teaching English language.

"When I started this English teaching process, I was 28 years old, and in 2000, 17 years ago my teaching process began. Later I was opened many job opportunities in private schools for the teaching of English".

Reflecting upon my career I can see in relation to my experiences that... all these experiences, beliefs and life experiences from what my beginning as a teacher of English was and with basic knowledge to date in the Raposo river, have helped me in my teaching-learning process and. In consequence, they have allowed me to strengthen my career as an



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English teacher. As they have also dignified my life, through all that knowledge acquired at Santo Tomas University in the degree of foreign language English.

9.7 Classroom practices

Even though, when I started the teaching process I did not have specific knowledge of pedagogy, I always gave of me everything, so that my classroom practices were very dynamic and participatory allowing all this that the creativity that I have used in my pedagogical practices motivates the students and consequently these become very active and participatory in English classes.

“Soon after, having started my teaching process, I noticed that despite having entered teaching for life situations and not for vocation, it woke me up and I gave my best for teaching English in classroom.”

“I had evidenced relating with my teaching process carried out in this rural school and as I have tried to be motivating and making change to my class, in order to my students get motivated in my classes and they become active students and participate in English class”.

The voices of my students’ evidence that... the English classes were enriching, motivating and participatory for the students. Although, the teacher used grammar translation methodology, the English classes filled their expectations and they enjoyed and had fun with the strategies and support materials used by the teacher for the development of English skills.



As recorded by the students through their live voice, from the Jaime Roock Institution, rural area of Buenaventura, in the data analysis above.

9.8 Professional and personal transformations.

Through this narrative, I have manifested all those transformations acquired in both professional and personal fields and that have been strengthened by the university and by me to do day by day in the development of my pedagogical practices and consequently contributing to the consolidation of that being as a professional and as a person that, I am today.

“I have acquired a lot of knowledge through this modality in the learning of the English language, about the pedagogical practice. As I have also strengthened myself in my training as a professional and as a person, all this knowledge has served me to strengthen my cognitive structures and put on it to the service of the inhabitants of the community of El Tigre, in Rio Raposo”.

My biography and the testimonies of my students help me evidence that transformations are related to... with those beliefs, experiences and experiences of my life in my learning and teaching process of the English language, which began in Buenaventura and it has been taking place in the river Raposo, specifically in the village of the Tigre, rural area of Buenaventura, at the Jaime Roock institution.





9-9 Beliefs

Through this account, I have expressed many beliefs that have been relevant in my training process, beliefs towards teachers, my educational context, learning and English language teaching.

“, I was concerned about my English learning situation because in my thoughts I was not only staying as a Normalist, I wanted going ahead with my degree but in English”

Before doing my research... I used grammar translation methodology for teaching. although this is not a bad methodology, I could understand that it should be supplemented for the development of the four skills. I could also understand that this methodology limits the student and the lack of participation on the part of the students creates an atmosphere of lack of motivation for learning, as it also does not allow the student-teacher interaction.

Although, for me it was not relevant to contextualize some topics in the teaching-learning process. I labeled words in the teaching of English. For example, in the teaching of vocabulary and consequently limiting the teaching process. And this order of ideas there were many things that I omitted in my teaching process.

After doing my research ... I acquired a lot of knowledge to improve my English language teaching process. For example, the relevance of combining teaching methodologies for the development of English skills, contextualizing the topics according to the context of



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the student, not labeling the vocabulary in class and implementing various strategies for the teaching-learning process. Among others.

All this research process was through a Bachelor in English as a Foreign Language and with the guidance of teachers Martha Bonilla, Sandra Milena Rodriguez and Viviana Rodriguez, who guided me in my research process.



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10. CONCLUSIONS AND IMPLICATIONS

After doing this process of narrative research carried out in Rio Raposo, institution Jaime Roock, village El Tigre, about my autobiographical stories and narrations offered meaningful insight of the experiences that came from the teaching and learning of the language and their role in the pedagogical transformations that emerged from my personal experience, as a teacher and at the same time as an apprentice of the English language.

Based on these, I am going to describe all these experiences, life experiences, beliefs and reflections of my pedagogic practice in a totally unknown context. Experiences that today I narrate autobiographically through this research project, and these have allowed me to respond to how do the life experiences of a pre-service English teacher describe the pedagogical practice of the English teaching in Raposo River.

The precarious conditions experienced by students, their families, the situation of violence, the lack of resources to guarantee a quality education, the conditions teachers face when leaving their families, their social context, and the lack of guarantees for these can perform their work effectively and in consequence, all these elements affect the teaching-learning of students. All these leads me to mean the work done by teachers in pre-service rural area. Also, all experiences and experiences of life will contribute to my transformation of my pedagogical practices to strengthen teaching in this rural context as is the village Tigre.



Narrating all these experiences of life in the Raposo River and expressing it autobiographically, lead me to break paradigms and beliefs about the teaching of the English language. As well as reflecting on what that beginning was without previous experience in teaching and without a pedagogy; what it was during the teaching process - English language learning and what it is today with a training in English language teaching.

Based on all experiences, I have changed several things in my teaching and learning context. For example, the way I used to teach. Today my classes have improved through my research project, and now, all this have allowed me to prove to myself as has been my growth in both fields, both personally and professionally.

For example, through all these acquired knowledge, some solid foundations and the tools provided by the program of Bachelor in English as a Foreign Language, I have strengthened my cognitive structures and consequently, I have transformed my pedagogical practices.

On the other hand, I have acquired many English skills that will allow me to interact with different people in relation to the knowledge of a second English language and consequently, I will be prepared to face the challenges that the country demands in knowledge issues in a second language as is English.





Also, these autobiographical narrations have been so relevant because they have started from my experiences and experiences in the Rio Raposo, through the teaching and learning of the English language for my transformation in the pedagogical and personal.

In the case of the bachelor's program in English as a Foreign Language, it has been developing an effective work through its trainings for teachers who have wanted to be trained and this is so relevant, it would offer information for other pre-service teachers who, like me, have been working as untrained English teachers who were hired due to their bilingual education. Also have very present teachers who work and study in remote places. Their difficulties and challenges when developing their teaching-learning process, to take this into account when setting up the program.

According to Ellis (2012), “there are obvious advantages in teachers sharing the results of their research – both for themselves (in terms of the feedback they will receive in a public forum) and for other teachers (who can benefit from the insights the research provides).” (p. 26). In that sense and with respect to other teachers, who have served as a reference for my teaching process and to improve my pedagogic practice. Therefore, this autobiography will not only be to record my personal experiences. But my voice will contribute to the characterization of the voices of students in the program of the Bachelors of English as a Foreign Language.





In conclusion, it could become a reference to understand factors that are innate to the person itself, such as English-learning process, teacher training or lack of it, motivations to join the bachelor's program, providing useful insight on the decision-making process regarding the program for bachelor's Degree in English as a Foreign Language and their students.



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12. My History as a Pre-service English teacher

When, I started this English Teaching process, I was 28 years old, and it was in the year 2000 and of which these are 17 years ago my teaching process began. Later I was opened many job opportunities in private schools for the teaching of English because in Buenaventura there are few English teachers and those are hired or nominated by the official sector or English schools. Creating this a need by teachers of English to meet the needs demanded by society. And for that reason, institutes and schools to hire teachers with knowledge of English. So they are not licensed.

In relation to English learning language, it began in the high school. The teachers' English taught this subject in a very traditional way, they took to the English classes' copies to make translations with relations to some legends like the lying little shepherd, among others. And I liked doing these translations in English. So much that, my classmates liked to sit next to me to do these translations because, I was very good at this skill. This was the first contact with English learning.

Next, one day I noticed the importance of English learning Language, so a friend got me a scholarship to study English at the Centro Cultural Colombo Americano. I started studying English by level in the Centro Cultural Colombo Americano, in Buenaventura. Even, I couldn't finish all levels at the Colombo, this was the place where I enjoyed the classes, because teachers were very dynamic and interactive with relation to teaching, is to say the



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process of teaching was better than the high school. The activities of listening, writing, Reading and speaking, allowed the development of communication skills. The teachers' Colombo Americano used a communicative methodology through various strategies. Role plays, expositions of subjects, discussions and activities that they used in the classes. All these served me as inspiration to make my first start in the teaching process.

Soon after, having started my teaching and English learning process, I noticed that despite having entered teaching for life situations and not for vocation, it woke me up and I gave my best for teaching English. Therefore, I wanted to continue in my English learning process. And with the aggravating circumstance that in Buenaventura, there is not university that teaches Degree in English, so I signed up to do the pedagogy with the Normal Superior of Roldanillo, which worked by extension in Buenaventura and their teachers traveled every eight days to train teachers pre-service, and in fact I graduated as a Superior Normalist. Allowing this title my admission to the public sector as a provisional teacher.

Then, I noticed that I should continue with my learning process in English, but there was a situation and I did not find a university that would allow me to study English at a distance. So, I enrolled in a university in Costa Rica, the Universidad Cristiana del Sur, in the degree in Christian Biblical Theology, because in that moment the first, I wanted was to obtain my degree as a Bachelor, so that I would be paid as such. I did this degree in 2007, but when we finished the degree the Ministry of Education, denied the validation of the titles at that time, for some documents that were missing when signing the agreement with an institute which led in Buenaventura, Margarita Hurtado, so in that I thought I had lost money and time.



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Ten years passed without a degree that would accredit me as a graduate and with the concern of only staying as Superior Normalist, so my thought was to move ahead because I wanted to get my degree and in that way I will have a better salary, but to my satisfaction, after ten years later, in November 2016, the director of the Margarita Hurtado Institute, called me and told me that the Ministry of Education was validating the title, so if I was interested, I sent my papers for validating. Actually, I started doing these procedures before the Ministry, because having them I will receive my salary as a graduate, so thank to my God, this April 22/17, the Ministry of Education issues the resolution to me as a Licentiate in Christian Biblical Theology, from the Christian University of South of Costa Rica.

As I mentioned before, I was concerned about my English learning situation because in my thoughts I was not only staying as a Normalist, I wanted going ahead with my degree but in English, because I did not want to continue inventing more. I started asking English teachers who were graduates and others not about a university that had a degree in English and it was a distance. Indeed, that's how I met Jair Barahona an unquiet with English learning and he spoke to me about Santo Tomas University a distance and the opportunity it offered to distant people when studying in this and the quality level of the university. He was studying there for that reason he gave me this information. So, I quickly traveled to Cali, I asked for the information and they approved me some of the Normal's subjects

Soon after, having started my teaching process, I noticed that despite having entered teaching for life situations and not for vocation, it woke me up and I gave my best for teaching English.



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Therefore, I wanted to continue in my learning process. And with the aggravating circumstance that in Buenaventura, there is not university that teaches Degree in English, so I signed up to do the pedagogy with the Normal Superior of Roldanillo, which worked by extension in Buenaventura and their teachers traveled every eight days to train teachers pre-service, and in fact I graduated as a Superior Normalist. Allowing this title my admission to the public sector as a provisional teacher.

Finally, in 2011, I started studying the Degree in Foreign Language at Santo University. At the beginning, everything was very difficult, the degree of demand of teachers, the platform, some methodologies for learning, that the University uses. Sometimes I didn't understanding some contents and you don't find a person next to me, who gave me his/her point of view, in relation to that topic that sometimes does not understand very well. The lack of practice of the English language, since in rural areas there were no people with who to interact this second language. All these made it very difficult to study at a distance. But all was a challenge and I was progressing in the semesters, I adapted to this and everything was easier.

Today, the Santo Tomas University shows us, that there are not barriers, or schedules, to bring knowledge to distant places and with quality. In addition, it shows a high degree of commitment and excellence through its faculty, and teachers such as Emilena Hernandez, Mauricio Buitrago, Sandra Rodriguez, Martha Bonilla, Luz Amparo Aristizabal and now Bibiana M. Rodriguez among others.



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I have acquired a lot of knowledge through this modality in the learning of the English Language, about the pedagogical practice. As I have also strengthened myself in my training as a professional and as a person, all this knowledge has served me to strengthen my cognitive structures, and put on it to the service of the inhabitants of the community of El Tigre, in Rio Raposo

Appendixes

13. NARRATIVE FRAMES (Based on Barkhuizen, G., 2014).

I am an English teacher. The best thing about my teacher training was that I could acquire a lot of **knowledge** about how to improve my learning and teaching process and how face the challenge in the classroom to give students the best knowledge. **When I first started to teach** at the first was a little difficult because I didn't have some orientations for my pedagogical practice even I investigated some strategies to improve my practical, it was very difficult at first prepared classes for teaching and study for my career and investigate material relating with the level because in the moment I didn't have a guide for my classes. **The place where I now teach** is Rio Raposo, rural area of Buenaventura-Valle del Cauca, specially, at Institution Educative Jaime Rook; section Jaime Rook, village El Tigre, **my students are** all Afro Colombian students and they are between 11 and 22 years old approximately. There are 44 students, 26 girls and 18 boys. **In my own classroom, I have the power to** give orientation and suggestion to my students to guide them in the learning process. **Making changes to my teaching practice is something that** help me to improve my learning and teaching process and to be an innovative teacher and transform my practice. **This is probably**





because I had evidence relating with my teaching process carried out in this rural school and as I have tried to be motivating and making change to my class, to my students get motivated in my classes and they become active students and participate in English class. **In the future, I am going to try to improve** my pronunciation because I need to have more practice in English with the aim to be more fluent in my classes or interactions.

14. NARRATIVE FRAME

Took out of Revisiting narrative frames: An instrument for investigating
Language teaching and learning
Gary Barkhuizen
May 20st, 2014

When I started to studying at the Santo Tomas my English was not so good at the first because I couldn't interact with other people, but later this was improving step by step and I was getting to be fluent. And I interacted with different person and I felt very proud of my because I was reaching the objective proposed by myself to learning English. **Soon after, I arrived, a problem I experienced with my English** was getting down and it wasn't so fluent and I didn't interact with the same fluent like before and in some occasion When I spoke with somebody I felt shame for my miss pronunciation. **Another problem with I had with my English was** that to be in rural zone with this characteristic is so difficult for example I haven't been practicing the English in the last months, in Raposo because there aren't people who know the English and I can practicing my English or interact with these people. For example when I was in Buenaventura, I was going to the Colombo Americano to the conversation club on Friday and I have the opportunity of interact with different people



who know the English and I enjoyed this meeting because I learned something everytim that I went there and I put my English in practice but now. Uhh.

And when I come to Buenaventura for situations of time I have gone to the Colombo American to the club conversation for that reason my pronunciation.



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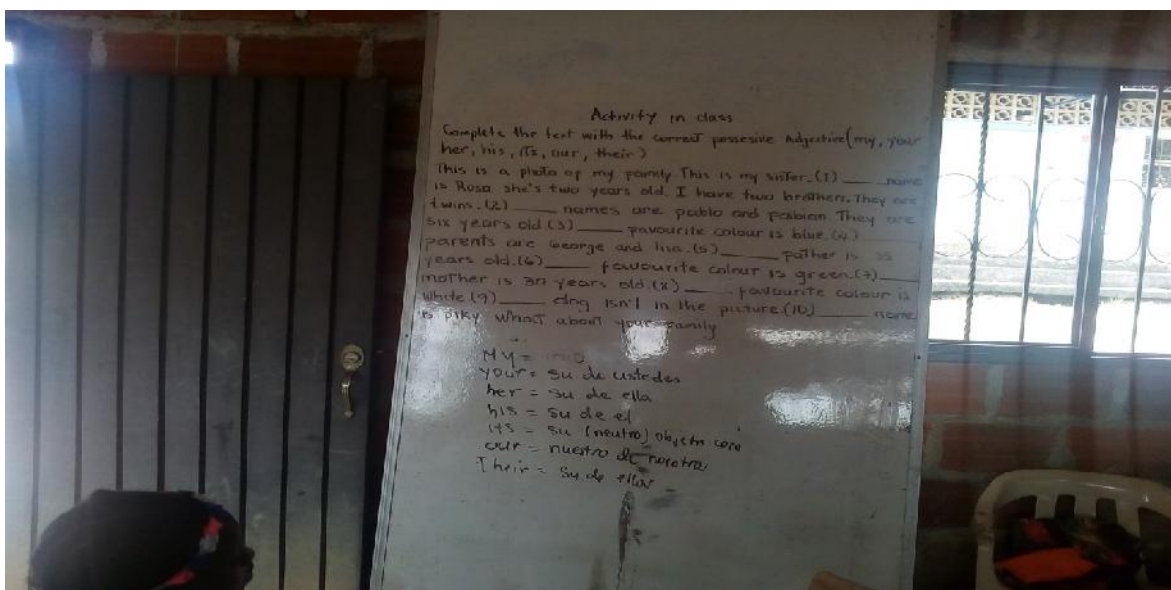


15. Annexes

Jaime Rook Institution



English activities







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