

Teachers' experience: TEFL at Rural Elementary School in Cota, a case study.

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Abstract

The research topic of this paper was describing the teaching experiences of English as a foreign language (TEFL hereinafter) of five teachers from an elementary rural school. The teachers' experience was located in the Rural School el Abra in the municipality of Cota in the department of Cundinamarca. This paper describes TEFL under recent language teaching methodologies in Colombia, particularly in the rural context. As a result, the discussion is limited to the way in which learning is constructed and contrasted in a subsequent analysis within the umbrella of the elements of competencies and performance that play a role within pedagogical practice. The epistemological approach was framed in the qualitative paradigm, since it sought to make a description of the experience, and was guided by the methodological design of the case study. A semi-structured interview, questionnaire and a documentary review of national and local bilingualism policies were the instruments used to collect the data. Two categories of analysis emerged from the findings: first, knowledge evidence in teachers' experiences teaching EFL, and second, experience understood as the expertise to put disciplinary knowledge into practice. The analysis of the results allowed symbolic reconstruction and revealed a reality that does not generalize but portrays the limitations and challenges of TEFL in rural public schools.

Keywords: Rural education, Teaching English as a foreign language –TEFL, Experiences

Resumen

El tema de investigación fue la experiencia de enseñanza del inglés como lengua extranjera (TEFL en adelante) de cinco docentes en el contexto de la escuela primaria pública rural el Abra, en el municipio de Cota. A partir de allí la experiencia fue situada en el contexto de la escuela rural, y se enmarcó bajo las recientes metodologías de enseñanza de lengua extranjera inglés, la enseñanza de inglés en Colombia, la enseñanza de inglés en contexto rural, y la experiencia como forma de construir aprendizajes; posteriormente a esto los hallazgos fueron contrastados y analizados bajo los elementos de las competencias y del desempeño que juegan un papel dentro de la práctica pedagógica. Debido a que se buscó hacer una descripción de la experiencia el enfoque epistemológico fue enmarcado en el paradigma cualitativo, y fue guiado por el diseño metodológico del estudio de caso. Los instrumentos empleados para recopilar los datos fueron una entrevista semiestructurada, un cuestionario y una revisión documental de las políticas nacionales y locales de bilingüismo. De los hallazgos recogidos surgieron dos categorías de análisis: primero, evidencia de conocimiento en las experiencias de los docentes al enseñar inglés como lengua extranjera, y segundo, la experiencia entendida como la experticia para poner en práctica el conocimiento disciplinar. El análisis de los resultados permitió una reconstrucción simbólica que reveló una realidad que no pretende generalizar, sino que retrata las limitaciones y desafíos del TEFL en las escuelas públicas rurales.

Palabras clave: Educación rural, Enseñanza de inglés como lengua extranjera –TEFL, Experiencia

Contextualization

One of the characteristics that differentiate Teaching English as a foreign language (TEFL hereafter) in elementary level in public and private schools in Colombia, is the profile the teacher has. In the case of teachers from the public sector, as they must teach all the compulsory subjects such as mathematics, language, science, social studies, etc., they need to have studies in pedagogy and education, but a few of them have the qualification to teach English, since this is not a requirement (Education Law 115 of 1994¹) (L. 115 hereafter). Having this fact, public English teachers in rural areas have biggest challenges, despite having training in areas other than English, they must teach the foreign language without preparation to develop lesson planning with curricular and disciplinary elements, use didactic and technological material and resources during class, and assess student. In addition, they must deal with socio-cultural factors associated with the rural context.

According to aforementioned the purpose of this research is to describe the experience of five school English teachers from a rural elementary school called Abra. The school is located in Abra Village in the municipality of Cota (Central Savannah of the department of Cundinamarca), and is part of the five seats of Instituto Parcelas. It was created in 2005, and after the formulation of the Single Day Decree (MEN, D. 1075, 2015 and D 2105, 2017), the school was renovated with: specialized technology classroom, school restaurant, rest areas, and the classrooms were equipped with interactive screen TV.

The 70 learners come from rural families of Abra Village, and they are organized in four classrooms: 2nd grade with 16 students, 3rd grade with 17 students, 4th grade with 19, and 5th grade with 18 students. Each level has one teacher and an itinerant English teacher.

¹ It is the law decreed by the National Ministry of Education to regulate the Public Education Service

It is a public school of formal education (approval of the MEN and curricular guidelines that lead to grades and titles, L. 115). The school mission is focused on the development of students' social, cognitive and emotional skills, and its vision is to contribute to their life project and care for the environment (Instituto Parcelas, 2020)

This research contributes to four TEFL actors in the field of rural education. First, the pre-service and in-service teachers, both will find relevant elements and relationships for their educational practices in the rural context. Second, the socio-cultural factors that affect the TEFL experience in the rural context will provide supplies for researchers to expand this field of study. Third, there are educational policy administrators who can adjust bilingualism plans and programs. Fourth, there is the interest that universities and higher education institutions may incite to adjust the training programs for English teachers in rural education.

Additionally, this research contributes to the strengthening of the Bachelor's program in English as a foreign language, with the possibility of having a focus on rural education, since it highlights the importance of recognizing that the construction and interpretation of the social and cultural reality in which the English teacher works is an irrefutable premise, because of the teaching of a language implies a series of cultural issues. Finally, this research contributes to research field 2: "The study of the English language and its contexts", in Research Macro project 2: "Understanding and characterizing English as a foreign language in the Bachelor's Degree in Foreign Language English: Experiences and phenomena in teacher training in context", and Research Subproject 4: "Understanding the contexts of teaching and learning English in EFL education".

Research Statement

Previous research (Moreno, 2019) claimed that there are weaknesses in the implementation of the role that the elementary English teacher plays, since they assume the parameters of this educational practice within the regulations of bilingualism policies for public schools. Moreno (2019) also pointed out that there is evidence of factors associated with the context that accentuate the shortcomings of the TEFL in the context of the rural school. Additionally, Bonilla's (2013) research lists a series of critical socio-cultural elements, which become complex to the extent that English teachers are mediating between local/national bilingual policy tensions and the characteristics of the context of the rural school.

The research problem arose from my professional experience as an English teacher in a public elementary school, since I had to teach English without the pedagogical and methodological knowledge to do so because I studied pedagogy and education at Higher Teaching School (Escuela Normal Superior).

In the interviews and questionnaires applied to teachers from Abra school, it was found that they felt not qualified enough to play this role, they expressed having difficulties for teaching English, that go from the mastery of the foreign language to the handling disciplinary elements. On the other hand, the researcher made a comprehensive reading of the current bilingual policies, inquired about the profile of the English teacher according to the MEN, and select parameters of similar research to detect factors in which the English teacher is immersed in the rural context.

Given this panorama, and to understand the research phenomenon from the lends of English teachers, the question that guides the research is the one that appears in the following section.

Research question

What are the teachers' experiences teaching EFL in Rural Elementary School el Abra?

General objective

To characterize the teachers' experience teaching in the Rural Elementary School el Abra.

Specific objectives

To describe the knowledge teachers have about teaching the language in the rural school el Abra.

To analyze elements of the experiencia of teachers at the Rural School el Abra regarding to the TEFL.

To systematize the theoretical references related to the teaching of English as a foreign language at the El Abra Rural School.

Literature Review

This literature review is divided into three parts, each one describes the theory and previous studies that supports the framework of this research. As a starting point, a list of recent foreign language teaching methodologies English, teaching English in Colombia, teaching English in rural context, and experience as way to construct learning are discussed. Finally, a section is developed to discuss and outline the elements that are part of the English teacher's experience, and their role as a means to build learning.

Language teaching methodologies

Over time, different pedagogical models have emerged, for example Communicative Language Teaching, Content-Based Instruction and Content and Language Integrated Learning (CLIL hereafter), Whole Language, Competency-Based Language Teaching, standards, and the Common European Framework of Reference, Task-Based Language Teaching, Text-Based Instruction, The Lexical Approach, Multiple Intelligences, and Cooperative Language Learning (Richards & Rodgers, 2014), the most recent models, which are relevant in the teaching of a foreign language, some are described and analyzed below.

In recent times, three new approaches to language teaching have emerged. The first one is Flipped classroom. Bergmann & Sams (2012) propose the flipped class, in which the teacher previously publishes the course content for students to improve their conceptual understanding, and later during the class the teacher frees up time to promote active learning by addressing that content with the students.

Regarding the implementation of the flipped classroom, studies such as that of Öztürk & Çakıroğlu (2021) and Chang (2023) revealed positive results in learning English skills and improvement in learning motivation. In the first study, Öztürk & Çakıroğlu (2021) made a

comparative study with a control group and a group with conventional teaching practices and concluded that the results of the group of students who received the course with the flipped classroom model showed a positive effect on the results of speaking, reading, writing and grammar tests. On the other hand, Chang's (2023) study was focused on the application of the flipped classroom in learners with low proficiency, revealing that the students overcame the initial limitations and the same happened with their learning motivation and self-efficacy.

The second approach is gamification. According to Deterding et al. (2011) gamification is a game-based method to apply elements of non-game context, such as education. Regarding its use in educational environments, Kapp (2012) and Papastergiou, (2009), established that this enhances the acquisition of learning processes. Additionally, Putu et al. (2023) carry out a literature review study in relation to the implementation of gamification in English learning teaching, in which they concluded that its use offers many benefits in the classroom and improves English teaching practices.

Regarding the implementation of gamified activities for learning English, studies such as that of Marin (2023) demonstrated the increase in students' motivation, improvement in autonomy and learning processes. He also concluded that gamified activities had a significant character which strengthened the experience of learning English. Likewise, in the study by Díaz (2021) it was concluded that gamification is a useful strategy for the teaching English since it helps to promote and encourage communication, participation and collaborative work among students. In the case of gamification, both studies had findings regarding the commitment of the students with their own learning which can be given by the integration of components that include badges, points, rankings and levels, and so on, as elements that allow students to record their own achievements.

The third approach is Problem-based learning, which is based on learning through experience in real-world situations (Dewey) and the interaction of students in cognitive learning communities to solve it (Vygotsky).

Studies related to the implementation of problem-based learning have concluded that students with low language performance have improved their output skills. In the case of writing, Alfonso (2021) showed that positive results in the acquisition of prewriting and writing strategies by improving persuasive writing. On the other hand, for the improvement in speaking skill, the study by Kunitz et al. (2022) highlighted that students were better involved with the purpose of negotiating using the language for communicative purposes.

Finally, one of the recent approaches in the teaching of English is that related to cultural awareness, this is understood as the teaching of the target language through interaction with authentic situations integrating cultural knowledge (Kramsch, 1995), considering that culture shock helps students to become aware that there are cultural environments different from their own. Additionally, Kramsch (2014) asserted that teachers should enrich communicative interactions in the classroom with a cultural context, since it is a key point in how the styles and methods of teaching the target languages have been modernizing.

The cultural approach in teaching English as a foreign language can equip learners with the communication skills to understand and reflect on their own culture and appreciation of the culture where English is the native language. The following studies report benefits of including the focus in the English class: first, Karam (2019) presented findings that his students became aware of their own culture by engaging in learning strategies in the target language. A second study, Trujillo (2020) reported the results of the practices of teachers who integrated the cultural approach in the teaching of English as a foreign language, highlighting that teaching with a

cultural component is beneficial because it contributed to the appreciation of one's own culture and established discussions to compare with other cultures.

Teaching English in Colombia

In the last years, Colombia has adopted different models and methodologies for teaching the languages in order to respond to the different challenges and tendencies that the education and globalization need. In this sense, the Common Framework of Reference European, teaching methodologies such as workshop (CLIL), humanist (promotion of autonomy), behaviorist (laboratory experiences and repetition models), cognitivist (learning to learn and unlearn), constructivist (prior knowledge), social constructivist (collaborative learning) and reflective (autonomy and self-assessment), and trends such as information technology (technological resources in the classroom), have been use to design the bilingual policies (Osorio, et al. 2020).

However, from the application of those European policies and methodologies, Osorio et al. (2020) concluded there are individual social factors that lead to the use of elements of various models.

Mentioned the above, in Osorio's research it can be interpreted that there are elements of understanding of educational processes that form a holistic vision of the teachers, in which the acquisition of skills and abilities give them the power to decide and reflect in the teaching methodology itself. Likewise, Osorio's study allows us to be concluded that the standardized models in Colombia leave an instrumentalist vision, and that it is the teachers who can put their critical, investigative and reflective sense in motion to adapt their teaching to the needs of the context.

Teaching English in a rural context

López (2006) presented a study in which he expresses that rural education in Colombia has had several transformations over time. At the beginning rural education was given by radio (1950- 1960), then it moved to Escuela Nueva (1960), Concentrations of Rural Development (1970), the Tutorial Learning System (1980-1990), and in more recent years models such as Post-primary, Learning Acceleration, Telesecundaria, Rural Educational Service and the Cafam's Model. In his study he characterized rural education, educational policies, and the flexible models already mentioned. Lopez highlights that the educational models mentioned for rural education in Colombia have been evaluated and accepted by both the MEN and other countries, some of which have been replicated. Additionally, it concluded that in order to advance in the constitution of rural educational policies, the MEN provided, prior to the creation of the Rural Education Program (PER hereafter), spaces where it agreed with professionals on the subject, unions and organizations in the rural sector. The author lists the following components of the PER: the coverage and quality of rural education, the implementation of municipal management plans, comprehensive training and school conviviality, and the establishment of rural technical secondary education policies. Lopez also analyzed the factors that affect rural education, highlighting the levels of student dropout, the marked tendency of curricula with an urban bias, the lack of training programs for rural teachers, the inequality between learning content and the context, precariousness and lack of resources in rural schools including information technologies (ICT). The contributions of his study allow us to interpret that rural education also has socio-cultural conditions that have historically marked a gap with urban education, and that despite the efforts of the Rural Education Plan (2004) there are still limitations and weaknesses.

The Rural Education Program in Colombia's objective is to strengthen of the coverage of quality of education in rural and remote areas to overcome the gap between rural and urban education. Through the programs promoted by the MEN, their actions are designed with flexible strategies for access of rural students and teacher training processes (PER², 2021)

After conducting the study called teaching English in rural schools: challenges and opportunities, Garcia & Reyes (2022) argued the appropriation of the New School Model (which is a trend in rural education), the appropriation of the English for Colombia Program (MEN, 2011) (ECO hereafter), the Suggested English Curriculum (MEN, 2016), and the Local Bilingual Plan "Quindio Bilingüe and Competitive 2018-2019". The research results considered factors that weaken and made it difficult to appropriate bilingual policies in rural schools, arguing that there was a lack of teacher training related to the discipline of teaching English, teachers reported low levels of English proficiency, the training plans of the MEN were sporadic and did not reach the most remote rural areas of the department of Quindio, there were deficiencies both in the existence of resources for teaching English and in the training for their use, the strategy of "bilingual tutors" or itinerant teachers did not have a great impact.

Additionally, the studies like Cruz & Arcila (2020) and Le Gal (2018) concluded that the condition of English teaching in Colombian rural schools had limitations due to the characteristics of isolation, poverty and sociocultural problems of the regions, the profile and updating of the English teacher, and the tendency to homogenize educational policies in all territories.

² PER: The rural education project in Colombia: is the educational policy of the MEN that was created in 2009 with the objective of mitigating the gaps between rural and urban education, focused on strategies, monitoring and administration of education in the rural sector.

With the results of these investigations, a parallel of the challenges and difficulties of teaching English can be established, and they suggested that they should be addressed in a particular way due to the particularities of rural schools in each region.

Experience as way to construct learning

For Dewey (2004), experience constitutes those interactions between people and the context, in which an exchange occurs, understood as doing something and then receiving the consequences. In this sense, Dewey explains that all experience affects emotions and has a cognitive component whose consequence is to accumulate learning. He also emphasizes that this learning occurs by modifying what has happened before with subsequent experiences, modifying the quality of future experiences.

On the other hand, Larrosa (2011) stated that the experience has to do with the way in which the subject inhabits and thinks when experiencing the world. Larrosa declared that experience has three principles: it is subjective because everyone has a different experience, and no one can learn from the experience of the other. It is reflective, because experiences are transformed by the way they are lived. And the principle of exteriority, because the experiences are not repeated, they are not intentional, and they are loaded with uncertainty. Larrosa also established that through experience people automate behaviors or habits, because it has an impact on itself.

Both Dewey (2004) and Larrosa (2011) agreed that the experience implies the transformation of the person's learning because it has a transforming power, and that there are elements of the context that come into play for its construction.

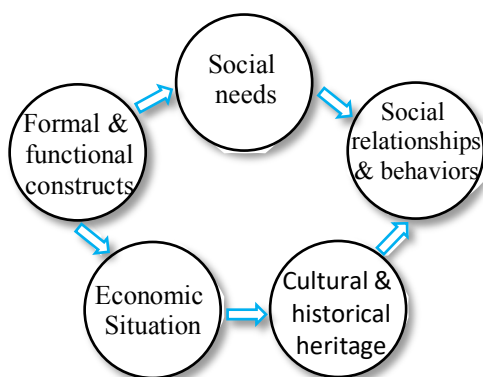
Regarding research about experience, Bonilla & Cruz (2014) developed a study in which they report as a finding the sociocultural critical factors of the experience of five teachers from

different rural schools in Colombia. The factors came from the influence of social and cultural features and the regulations of educational policy, which represented challenges in the pedagogical practices of teachers.

Figure 1 represents the factors that made up the experience of the Bonilla & Cruz's (2014) research findings. The scheme represented by Bonilla & Cruz proposed separately the elements of the sociocultural dimension of rural areas. Of these features, Bonilla & Cruz highlighted that the context impacts the experience of the teacher's performance, that there was a deficiency in what should be the ideal conditions for the TEFL, there was a lack of knowledge of bilingual policies on the part of the teachers.

Figure 1.

“Socio-Cultural Elements Intertwining with the Teaching of English in Rural Areas”



Note: This figure represents critical sociocultural factors that overlap in the experience of teaching English in rural settings. Taken from: Bonilla and Cruz (2014, p. 121). Critical sociocultural elements of the intercultural effort of teaching English in rural areas of Colombia.

At the end of the research, Bonilla & Cruz proposed an action plan in which the rural educational context is considered for the professional development of English teachers. They highlighted that because of the complexity of the rural school, the training-updating approach of English teachers should be focused on the recognition and mediation of the particularities of the social reality of the rural school.

Taking into consideration the findings of Bonilla & Cruz, and the different factors that shape the experience of the English teacher in the rural school, the ideal conditions of teaching-learning of the language would give an experience in which the perceived relevance of teaching English because it adjusts to the needs of the context in which it takes place.

Research design

Research paradigm

The principles of the qualitative paradigm proposed by Mackey & Gass (2015) offered elements for the research design that allowed addressing the questions and objectives of this research, and being able to apply a collection and evaluation methodology analysis of descriptive data of "individuals and events in their natural environment" (p. 162), for the understanding, interpretation and subsequent holistic approach of the observed phenomenon.

Design

Among the different methodological designs of the qualitative paradigm, Mackey & Gass (2015) propose the case study. This is single case study (Yin, 1994) since this makes a distinction of the conditions of the observed phenomenon as unique and also gathers the necessary evidence to confirm, contrast or expand a previously formulated theory, occasionally the results of the study may help refocus future research.

Instruments

Three instruments were implemented to explore the experience of the teachers of the Abra School: semi-structure interview, questionnaire, and documentary review.

Semi-structure interview

Its purpose was to obtain information related to the phenomenon that is not directly observable, such as the perceptions of the teachers. The questions designed for the semi-structured interview were grouped by specific categories (professional training, experience, and performance) to obtain a picture of the investigated phenomenon.

The semi-structured interview (Appendix B) was addressed to the five teachers of the Abra School and consists of two sections, each with six open questions. The first section is

intended to explore the background that underlies the teacher's experience with teaching English, addresses issues such as understanding the relevance of teaching English and what expectations have in the workplace, the existence of training for his teaching / in the rural environment, knowledge and appropriation of bilingualism policies, and how they would describe what TEFL is like in the rural School Abra. The second section tends to inquire about the teacher's experience, how they understand their role as English teachers, how they describe the experience for their students, how they characterize TEFL in a rural environment and what challenges it represents in their workplace, and a description of the TEFL methodologies that they usually implement.

Questionnaire

According to Macke & Gass (2015), is a type of information collection survey "that is generally written, in which open questions and/or a set of questions with predetermined answers are used, ...through them comparable information can be obtained from several respondents" (p. 113) includes a series of research topics proposed for the use of the questionnaires, and based on these topics, a questionnaire was proposed to inquire for information related to: "teacher experiences, teacher self-evaluation, biographical-background, feedback, preferences for instructional activities, language proficiency... (p. 144).

The questionnaire (Appendix C) had five sections. The first section was related to teachers' degree, teaching experience, English teaching experience, and rural/urban field of experience. In the second section, there were five open questions, the teachers must report elements intended to contrast their experience in the urban and rural sectors, their knowledge between the local and departmental bilingualism plan, whether they have received TEFL training. In the third section, the teacher reported the elements of their experience as part of the

TEFL processes. The last two questions asked the teachers to describe the role within the Abra School, and there is a final question to add comments if it was necessary.

Documentary review

It is a collection of documents such as bilingualism's policies that are involved in the TEFL of the rural public school with a national and local character. This allowed delineating the TEFL to have a holistic vision of the profile of the English teacher without separating it from its original components and the teachers' experience towards them. The current bilingualism policies reviewed and subsequently associated with the analysis were the National English Program Colombia Very Well from 2015-2025, Basic Standards of Competencies in Foreign Languages English-Guide 22 and suggested English curriculum.

Participants of the research

The participants in this research were four teachers head teachers and the itinerant English teacher (IET hereafter) from the Abra School. To reference the information from the teachers, they were coded as shown in Table 1. T-1, T-2 and T-3 are professors linked to the old regime³ (Decree 2277, 1979), they women and have been teaching for almost 40 years, the T-4 that was linked to the new regime⁴ (Decree 1278, 2002) has been teaching for almost 5 years, 4 of them in public schools.

Table 1.

Teacher and Reference Coding System

Teacher	Data Code
Second Grade Teacher	T-1

³ Decree 2277 (D. 2277 hereafter) is a law established by the Colombian Ministry of Education in 1979, whose objective was to regulate the conditions of the administrative career of public-school teachers.

⁴ Through Decree 1278 (D. 1278 hereafter) of 2002, the MEN repeals Decree 2277 and establishes new regulations for public school teachers.

Third Grade Teacher	T-2
Fourth Grade Teacher	T-3
Fifth Grade Teacher	T-4
Itinerant English Teacher	IET

Note: This table shows the reference code given by the researcher to the participants.

Table 2 shows teachers' qualifications. The teachers had bachelor's degrees in fields such as in primary education, preschool education, and mathematics and do not have a TEFL training profile, the IET has a bachelor's degree in English. In accordance with the provisions of L. 115, due to the trajectory and profiles of teachers in the administrative career (named for the role of teacher in the D. 2277 and 1278), they were assigned without requiring TEFL training or knowledge of FL; and the linkage of the IET is part of the strategies of the National Bilingualism Plan⁵ (PNB hereafter) or the Local Bilingual Plan⁶ (PLB hereafter) who assumes the TEFL in an itinerant way at the headquarters of the Instituto Parcelas and the training of primary education teachers.

Table 2.

Participants' Profile

Participant's data code	Gender	Professionalization	Years of teaching experience in rural public school	Work status
T-1	Female	Maestro Bachiller Pedagógico. Licenciatura Básica Primaria énfasis promoción a la comunidad. Especialización en Pedagogía del Folklor Posgrado en pedagogía del medio ambiente con énfasis en lúdica.	> 40 years	Carrera administrativa en propiedad por D. 2277

⁵ The national bilingualism plan is the program through which the national Ministry of Education guides strategies for strengthening and learning English in Colombia (MEN, 2004).

⁶ Local bilingual plans are the plans of municipalities, cities and departments to adapt the strategies of the National Bilingual Plan according to the needs of the population (MEN, 2004).

T-2	Female	Licenciatura en Básica Primaria. Especialización en Educación integral de la Sexualidad en la infancia y adolescencia.	> 40 years	Carrera administrativa en propiedad por D. 2277
T-3	Female	Licenciatura en Educación preescolar. Posgrado en pedagogía del medio ambiente con énfasis en lúdica.	> 29 years	Carrera administrativa en propiedad por D. 2277
T-4	Female	Licenciatura en matemáticas	5 years	Carrera administrativa en propiedad por D. 1278
IET	Female	Licenciatura en Lengua Inglesa	4 years	Prestación de servicios

Note: This table organizes the information collected from the professional career of the teachers participating in the research. Own elaboration.

Procedures:

In the exploratory phase it was chosen the topic and its delimitation the unit of analysis, the formulation of the research question, the objectives and the elaboration of the theoretical framework that provides the foundations for the proposed investigation.

In the planning phase was designed the data collection tools delimited the categories that guided the search for information. Thus, the researcher gave relevance to the categories proposed in the studies by Bonilla & Cruz (2013) (they were already represented in figure 1) and organized with a reference code for the analysis of the data collected in a collected data analysis matrix.

Third, the schools' principal was contacted to ask for permission to apply the instruments in. Then a series of concerted visits were made to apply the data collection instruments with the teachers.

The last phase was writing of the research report, in which the analysis and interpretation of data was made, and the written development of the findings in front of the literature consulted in the study of documents of the exploratory phase, in this phase the following was done: a triangulation of data sources with which it was sought to verify the veracity of the information,

contrasting it with similar studies, a triangulation of researchers who made similar findings and that coincide with the observed phenomenon, and finally a theoretical triangulation in which the results obtained are corroborated by different perspectives

Data Analysis and Discussion

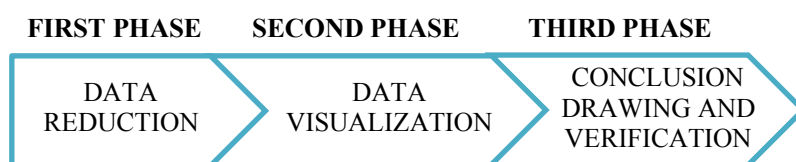
Data collection procedures and organization

In order to answer the research question, and understand the social-cultural phenomenon of the experience of the Abra teachers, as established by Ellis (2012) the information was analyzed in the following way: Data collection procedure

The exploratory tools were the semi-structured interview (Appendix B) and the questionnaire (Appendix C). The interviews were recorded in audio using the android phone application, then the MP3 files were downloaded and exported to online applications that allowed the transcription of said audios to text. During the interviews, the researcher wrote down notes with emerging patterns that seemed relevant at the time, and they were considered to refer to them when interviewing the other teachers. Later, the participants were asked to answer the questions of the questionnaire, in this step it was necessary for the researcher to extend the information of the data suggested in this stage of collection to the teachers with the objective of obtaining a narrative according to the categories that were raised in the questionnaire.

Data organization procedure

The phased model for data analysis suggested by Miles & Huberman (1994) (Figure 2) was the one that provided an organized way of approaching the collected data and allowed its subsequent analysis, since through reading and rereading the transcripts and questionnaires was how significant patterns or themes emerged for the unit of information.

Figure 2.*Phase model for data analysis*

Note: The researcher represented the qualitative data analysis model of Miles & Huberman (1994) to show the flow of analysis of the data collected in the research. From Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nded.). Thousand Oaks, CA: Sage.

First Phase: Data Reduction

For this phase Miles & Huberman (1994) suggest a data reduction to select, focus, simplify, abstract and transform the data that appears in collection tools. The objective of this phase was to take from the semi-structured interviews and the questionnaires the information that is relevant to answer the research question. It was selected as the most recurrent data, so that it can be subsequently categorize the pieces of data with similar characteristics. The data reduction was carried out by the topics proposed for the analysis categories, for this the researcher took extracts from the semi-structured interviews and the questionnaire that correspond to each one and classified them according to their content. Additionally, inputs such as recordings and transcriptions were stored on a private disk of the researcher to preserve them.

Second Phase: Data Visualization

In this phase, Miles & Huberman (1994) suggest making the list of categories from the previous phase and designing terms to which a category is assigned. In order to visualize the relevant fragments for this study, the researcher prepared Table 2 (Participants' Profile) and Table 3 with labels for data analysis described below, in which those data that were reduced by the criteria of relevance to the study or because they were repeated were recorded. In addition, these tables allowed the researcher to categorize the data and analyze it later.

The fragments of the transcripts were organized according to patterns or significant data and labeled with the Reference Coding System. Then, the researcher labeled the fragments according to the coding in Table 3, in which labels 1 to 6 correspond to the characteristics of Competence and Performance formulated by Richards (2011), labels 7 to 11 correspond to the “Socio-Cultural Elements Intertwining with the Teaching of English in Rural Areas” proposed by Bonilla & Cruz (2014, p. 120), and labels 12 to 17 which are the ones that the researcher considered necessary for the analysis.

Table 3.
Labels for data analysis

Labels for data analysis		
Competence and Performance	Socio-Cultural Elements in TEFL in rural areas	Proposed by the researcher
(1) Language proficiency	(7) Social needs	(12) Teaching vocation
(2) Disciplinary and pedagogical content knowledge	(8) Social relationships & behaviors	(13) Lack of knowledge
(3) Pedagogical reasoning skills	(9) Cultural and historical heritage	(14) Acquired knowledge
(4) Teaching skills	(10) Economic situation	(15) Importance of English
(5) Contextual knowledge	(11) Formal & Functional	(16) Sense of belonging
(6) Professionalism	Constructs	(17) Teacher’s role

Note: the table presents the labels assigned by the researcher in the fragments of the semi-structure interviews to visualize and subsequently organize them into the two categories of analysis.

To organize the fragments, the researcher created a data analysis matrix, in which were classified according to the two categories of analysis that will be described later in the results section.

Third phase: Conclusion drawing and verification (discussion of the categories)

For the discussion of the categories found or conclusion drawing and verification, Miles & Huberman (1994) indicate that the verifications must be elaborated by reviewing the data in terms of the research question and the objectives set. This phase implied contrasting other similar research sources in order to validate the verifications, the analysis developed was focused on the

findings that arose from the reality described by the participants of the Abra School and was contrasted by triangulating data during the last phase of the study (Figure 3).

Additionally, it was also possible to make a triangulation with sources of researchers that coincide with the observed phenomenon that also correspond to analysis units, and in addition a theoretical triangulation was made as suggested by Ellis (2012).

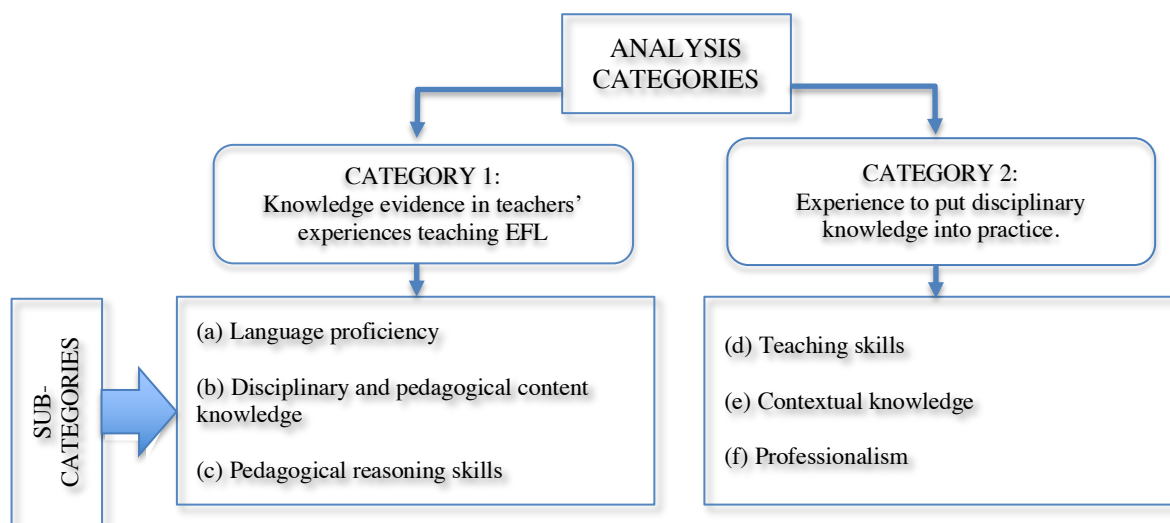
The ethical considerations exposed by Glesne (2005) were considered in the validity and confidentiality of the investigative process. This author emphasizes that the privacy of the participants must be guaranteed, so the researcher gave them the Informed Consent (Appendix A). This document was read, signed by the professors and returned to the researcher. In addition to this, the researcher decided: to assign the reference codes to each participant (Table 1) to protect identity and maintain anonymity.

Results

At this point in the data analysis process, two categories emerged. The first is related to the theoretical knowledge, and the second one is related to the teacher's experience in teaching English. The following graph and description gives details about each of them.

Figure 3.

Analysis categories: English teacher experience in rural school



Note: Figure 3 shows the categories of analysis and the components of each of them. Researcher scheme adapted on the Competence and Performance by Richards if the language teaching (2011)

Category 1: Knowledge evidence in teachers' experiences teaching EFL

This category will address the knowledge and skills English teachers should have and that any anyway influences teachers' experiences teaching a foreign language. According to Richards (2011) language teachers should have ten knowledge or competences to have a quality performance. In the case of this category, three kinds of knowledge and one skill were identified in the teachers' answers: language proficiency, disciplinary and pedagogical content knowledge and pedagogical reasoning skills. Each one of these will be described and analyzed below.

Subcategory: (a) Language proficiency. Richards (2011) established that since the majority of English teachers are non-native speakers, for effective teaching of the language they require having developed: first, a level of competence for their teaching; second, having acquired linguistic competences (uses in the classroom: explanations, instructions and feedback in the target language); third, having discursive skills to manage the classroom (monitoring learning, providing a model of English as an international language and providing linguistic information at the level of the learners), and lastly, the teacher's confidence in his or her own level of language proficiency.

In this subcategory, testimonies from the participants can be cited that reflect what Richards stated, such as:

“en ese momento no aprendíamos inglés, hace unos años era obligatorio que los estudiantes lo aprendieran” T-1. “...yo enseño lo poco que he aprendido y lo enseño como puedo, primero busco videos para aprender yo mismo y luego poder enseñar a los niños, claro que no siempre me siento segura, prefiero poner canciones para que escuchen cómo se

pronuncia... me gusta que venga la profesora de inglés, pone lindas las clases, les habla y les canta en inglés, veo que los niños aprenden rápido con eso”

In the same line, T -2 affirmed. "A mi edad no es fácil aprender inglés, en cambio los niños lo hacen rápido, prefiero que vean la clase con la profesora de inglés (IET), pero ella solo viene una vez al mes, imagínate, se nos hace difícil estar al nivel de los colegios privados bilingües del municipio" (T-3).

When considering Richard's language proficiency factor, three aspects could be detected in the previous statements:

First, regarding language proficiency, the teachers said they had not developed necessary the language proficiency to teach it; some resorted to autonomous learning with online resources, and because of this they described a feeling of insecurity in the use of the language and how they use it in classes.

Second, the teachers reported preferring to miss or reduce class time arguing that they feel insecure, or delegate their teaching to the IET, and they also made comparisons between the positive results of the English teacher and their performance in class.

Third, the findings reveal that the teachers recognize having a weakness in the language proficiency mostly marked in teachers T-1, T-2, and T-3, despite the fact that T-4 recognized that she has a basic knowledge of the language and admitted that it is not the required to be able to teach it. The opposite happens with the IET, who has a certified level of English B2. As a result, they cannot teach the class in the foreign language because there is a lack of knowledge in the language's domain that make it difficult to provide feedback, give the instruction in the L2, or clarifications to students' doubts. In this sense, the language classes become a repertory of teaching words on commands without accurate pronunciation of use.

Subcategory: (b) Disciplinary and pedagogical content knowledge. Richards (2011)

established that there is some knowledge that teachers need to know about language teaching itself, among which disciplinary knowledge and pedagogical knowledge are distinguished.

Disciplinary knowledge refers to the group of knowledge that must be considered to teach the language and is part of the teacher's professional education, and includes fields such as linguistics, teaching methods, theories of language acquisition, sociolinguistics, syntax, phonology, etc. Pedagogical knowledge refers to all that knowledge that provides the basis for language teaching, among which are planning, classroom management, teaching of the four language skills, learning evaluation processes, etc. It refers to knowledge about teaching the language and how the teacher makes use of it.

In the testimonies of the interview's teachers showed they did not have any knowledge about methodologies or didactics to teach a foreign language. They basically prepared classes following the resources they found available on the Internet. They also said that they know that there is material designed by the MEN called ECO⁷ for teaching English in rural areas. However, they said that they do not know about it because they have not received the training to implement it in classes.

Teachers claim that they basically prepared classes following the resources they found on the internet. It was evidenced in the T-4's interview "yo busco material para la clase de inglés, pero obvio no lo hago como lo hace la profe de inglés, a veces le pregunto y ella me sugiere material que puedo usar para la clase", most teachers indicate that their experience in the

⁷ ECO: English for Colombia (ECO) is a MEN program created in 2011, which is implemented in schools in rural areas with the objective of strengthening the teaching of English as a foreign language. It includes: a radio educational platform, an ECO Kids and ECO Teens version, and a training program for rural teachers to improve their teaching methodologies.

TEFL has not been easy but that they have found their best allies for teaching in online resources.

The lack of disciplinary and pedagogical knowledge evidenced showed that there is a limitation to the use of material available on the Internet, and that this preference is given because it is easily accessible material, and that its content can be managed according to the language proficiency level of the teachers. It can also be analyzed that the existence of programs such as ECO aimed at strengthening English in rural areas may not only be limited to the delivery of resources (teaching or online) and the training of teachers, but it is important that a criterion of continuous training for teachers in the use of resources and strengthening strategies provided by the MEN.

Moreover, the knowledge they have constructed about language teaching methodologies and didactics has been through the experience they have accumulated during their teaching. Even this knowledge is valuable, it is necessary teachers know updated language teaching methodologies to create meaningful learning experiences; on the contrary they would continue implementing traditional methodologies focus on learning vocabulary rather than communicating.

Subcategory: (c) Pedagogical reasoning skills. Richards (2011) indicated that the skills they are related to making decisions about the use of teaching theories in planning (content analysis and establishment of linguistic objectives) and the development of lessons (improvisation, problem solving, and grouping arrangements). Furthermore, Richard highlighted that these skills are what shape the teacher's understanding of teaching and lead to forms of instruction appropriate to the level and skills of the students.

During the interview, the teachers argued that they do not have the ability to make decisions about potential content to use them as a basis for lessons when planning or teaching. For instance, in interviews, T-1 argued that she tends to handle a very similar structure for her classes, she said: "yo busco en internet videos, me gusta trabajar con canciones, pues yo trato de aprenderlas y se las enseño, o con juegos, como hace poco tenemos lo televisores táctiles me gusta ponerles jueguitos sencillos como para ellos". On the contrary, T-2 and T-3 gave similar arguments in the interview to those of T-4, who reported: "no, yo no conozco metodologías o la didáctica para enseñar inglés, de pronto con canciones, pero la verdad no sabría decir bajo que estilo trabajo, ...yo uso comandos, frases sencillas, fichas para el vocabulario...nada más".

The teachers' responses reflect that although they do not have the pedagogical and disciplinary knowledge for TEFL, they make an effort to ensure that their students learn it, this shows that they have reasoning skills to solve problems and make adaptations to their lesson plans and the classes.

Of the three subcategories that make up the theoretical knowledge category, it can be interpreted that in the three dimensions established by Richards, the absence of knowledge and skills of an English teacher have direct implications in practice and their experiences. This is pointed out that the low knowledge of the foreign language of the Abra teachers can become a barrier, in addition to the teachers are not native speakers and do not have a degree in English teaching. In this sense, language proficiency has a relationship with the ability to teach it, how it is communicated during the lesson, how it brings the language down to the level of the learners, how it provides feedback on the work of the students, all of the above directly affect the teacher's performance.

Additionally, acquiring relevant content or disciplinary knowledge, such as grammar, pronunciation, slang, etc. and pedagogical content knowledge supports teaching because it implies all the knowledge of the teacher that is transferred to the lessons, if this element does not exist, the practice will have deficiencies. As expressed by the teachers in the interviews, this translates into an imbalance between disciplinary and pedagogical knowledge, which makes them feel insecure about the decisions they make when applying it in the planning and development of a lesson.

Lastly, through the testimonials of the teachers, it can be interpreted that an English teacher needs to develop pedagogical reasoning skills since these come from training and experience, such as to be able to establish linguistic objectives, this also translates into the teacher's ability to anticipate problems during a class and how to solve them, and make decisions about times, phases and class agreements.

Category 2: Experience understood as the experience to put disciplinary knowledge into practice.

This category will address the experiences participants had while teaching English in a rural context. Three sub-categories emerged: teaching skills, contextual knowledge and professionalism. These subcategories analyze the skills that the teacher is acquiring and how he or she performs to demonstrate his or her expertise in teaching the language. The findings are described below:

Subcategory: (d) Teaching skills. According to Richards (2010) these refer to the teacher's ability to use techniques, routines and procedures from the repertoire that the teacher has developed by accumulating experience and knowledge, which provide the basis for his own teaching schemes and which he performs fluently and automatic.

Regarding teaching skills during the semi-structured interview, the teachers reported the following:

T-1 said: “yo uso comandos simples para algunas instrucciones, ellos saben pedir permiso para ir al baño, por ejemplo, en las hojas de trabajo verifico que las indicaciones sean cortas y que ellos puedan entender, usualmente aprendemos vocabulario con canciones con video que tienen subtítulos”. Also, T-2 indicated that she prefers: “pues cuando empiezo la clase hacemos el saludo, en ocasiones hago un concurso para que los niños recuerden lo que aprendimos la clase anterior, luego desarrollamos una guía, usualmente la saco de internet, cosas por el estilo”.

On the other hand, T-3 indicated that “a mí no se me hace fácil hacer una clase de inglés, pero yo recurro a canciones, como yo no sé pronunciar muy bien a través de la repetición con ellos yo también aprendo, hay unas que traen movimientos del cuerpo por ejemplo en donde ellos deben señalar las partes del cuerpo”. In this aspect, T-4 said that: “yo uso comandos en clase, les anoto la fecha en el tablero con el mes y el día, yo busco material que pueda usar para el tema de la clase y lo aplico, puede ser un video, una actividad interactiva, para aprender el vocabulario me gusta que ellos hagan tarjetas con dibujos y el nombre el inglés por detrás y los pongo a jugar con un compañerito para repasar, usualmente la escritura la practican resolviendo guías que descargo de internet”.

The teachers (T-1, T-2, T-3 and T-4) indicated that they used their own teaching style, all very varied among which stand out: using simple commands in class, teaching songs for vocabulary and phrases, application worksheets, short videos, use of self-made flashcards. In addition, the teachers assured that despite their own limitations in managing FL, they tried to bring attractive resources to the classes for students that allow them to have a more pleasant

experience while learning FL. Related to the method, it can be seen that they tend to use total physical response and grammar translation. And even they are valid methods for teaching the language, it would more meaningful if teachers know about communicative approaches so classes would more attractive and higher level of competence would be rich.

Also, T-IET reported "...a mí me gusta trabajar con suggestopedia o PPP, siento que para la edad de los niños es más divertido aprender así, igual hay muchos recursos, yo hago inicialmente un reconocimiento de que saben ellos para saber por dónde puedo comenzar...como yo soy profe de apoyo no puedo hacer las temáticas del plan de estudios, lo que sí puedo es reforzar y ayudar con el English Day". Furthermore, the teacher added that: "yo traigo generalmente canciones o actividades como Simon Says, potato potato hot... y trabajo varios temas con los niños...ponen atención y les gusta la clase, cuando vengo ellos me piden volver a jugar, eso los motiva y sé que recuerdan lo que hacemos en las clases anteriores" The T-IET uses some methodologies specific to teaching English, but these are not the current ones. The teachers encourage skills required to be a successful citizen in the current century such as providing autonomous work, encourage critical thinking and communicative competence

The participants recognized that one of their limitations is the lack of training to access the online resources of the PNB, and indicated that although they have didactic/technological resources and infrastructure (systems room, My ABC English suitcase and ECO online resources), they do not have enough training to take advantage of them, so they resort to using resources that they are used to. In contrast to the previous testimonies, the itinerant teacher has a background that allows her to adapt her style to the needs of the students.

T-1. "aquí en ese mueble hay mucho material que nos mandan del Ministerio, hay de todo, pero a nosotros no nos capacitan para usarlo, vienen y lo entregan, pero nosotras no

sabemos cómo darle un uso adecuado, y que los niños lo aprovechen...tampoco hay capacitación, ese material tiene cartillas, CD, afiches y libros, pero es muy poco lo que se usa...”

They also added that an area of concern is the lack of training in English resources, and they acknowledge that they are aware that they are disadvantaged by not having the necessary skills to use these resources.

In the same line, T-3 pointed out. “no, yo sé que acá hay unos materiales, pero no sabría cómo usarlos, primero tendría que aprender inglés yo, pero es que me queda muy difícil, lo Seguro sería hacer un curso o algo para aprender a usarlos...”

As well as, the IET expressed that it uses the total physical response method adapted to the age of the students, playful strategies and teamwork for the development of tasks, and the use of teaching materials and technological resources available at school or on their own.

On the other hand, the IET assures that in her experience has learned that there is no infallible method or technique for TEFL, because there are a series of factors that influence the moment of its teaching. She assured that the best way to increase the effectiveness of his teaching has been found that the contents that are taught must be learned in a significant way, with the incorporation of dynamics that allow students to become familiar with the use of the language in contexts, and the design classes and tasks in context (instead of isolated vocabulary and phrases).

Although the participants (T-1, T-2, T-3 and T-4) recognized that they partially implement the school curriculum to adapt their lessons to their teaching style and achieve the proposed objectives, they acknowledged that they did not feel that this it was a guarantee of effectiveness in the TEFL.

T-1. "yo supongo que uno puede tomar recursos de todos lados, y tratar de enseñar inglés, pero yo siento que no es lo mismo si viene en profesor que si estudio eso, que sabe las técnicas, que maneja el vocabulario...Para mi no ha sido tan difícil porque siento que se me facilita, pero preferiría que el profesor experto enseñe la clase de inglés"

T-2. "a mí no me gusta enseñar inglés, yo siento que estoy robando a los niños, yo se muy pocas cosas, las he aprendido, pero yo creo que es mejor que profesor de inglés que si sabe todo eso de la planeación, la pronunciación y gramática les enseñe"

T-3. "yo prefiero que venga la profe y les haga la clase, yo no sé inglés y eso me hace muy difícil pensar en que parte de la planeación debo trabajar"

T-4. "nosotros tenemos muchas desventajas, los colegios privados del sector son bilingües, yo siento que a pesar de saber algo de inglés no estoy al nivel de un profesor de inglés o que es nativo...no es justo..."

In general, the five teachers expressed that they feel at a disadvantage compared to the elite schools of the municipality. Because "the ones with the best results are the bilinguals", and these have an exclusive teacher for TE, who is sometimes native, and they also have methodological advantages due to the appropriation of CLIL or the Internationalization of the high school. Faced with this reality, they feel that they have no way of achieving the objectives of bilingual policies.

Unlike T-1, T-2, T-3 and T-4, the IET claimed to be confident due to her university training in English and her years of experience in teaching. In addition, IET made a varied description of its techniques, its teaching style, expressed that it is effective in using didactic and pedagogical resources, and that consequently she had an effective perception related to her practice. The elements described by IET give it an advantage over the skills of T-1, T-2, T-3 and

T-4, who, despite their difficulties, are committed to adapting the resources within their reach and to their own styles of teaching. All in all, these teachers expressed having a teaching experience of low efficiency since they do not have the training to recognize the needs of the students and make adaptations within their lesson plans in accordance with TEFL.

Although the teaching skills of the group of T-IET and teachers T-1, T-2, T-3 contrast in the application of disciplinary knowledge and experience in teaching English, the T-IET implements methodologies that are not the most updated and appropriate for student learning. However, teachers T-1, T-2, T-3 and T-4 make adaptations of their own areas of knowledge to apply them to teaching English, through exploration, trial and error they have found the bases of your own teaching style.

Subcategory: (e) Contextual knowledge. Richards (2011) established that it is the knowledge acquired by teachers to adapt teaching to different contexts. These contexts can be sociocultural, economic, those of the school, for the management of physical and technological resources, and the particular environment. These lead the teacher to the notion of the teaching process and also encompass the notions of the actors who interact with the school (the teachers themselves, students' families, government authorities and educational policies).

Regarding the relationship that teachers established with the appropriation of educational policies and government entities, the teachers (T-1, T-2, T-3 and T-4) expressed that the bilingualism policies are not clear for them, and they consider that the themes of the governing documents of the MEN do not agree with the needs and context in which the student population of the school develops, in addition to the fact that the families from which they come are rural families with interests other than the interest of professionalization of their children (in a family and social interaction where work predominates agricultural).

In this regard T-2 reported: “pues la verdad acá llega con ideas traídas de otros lados, nos dan una capacitación, nos entregan material, pero hay se pierde el esfuerzo, y pues yo sé que muchas de esas cosas provienen del MEN, no siento que a nivel local de verdad tengan un impacto en la población”

T-3. “yo sé que existe un plan de bilingüismo hace años, pero el que nos rige acá es el de Cundinamarca o en Nacional, mucho de lo que se hace en Cota tiene que ver con ser bilingües, pero tenemos la desventaja de que en los colegios públicos no hay un docente de inglés en primaria, en cambio los privados tienen hasta profesores que son extranjeros. También del Ministerio nos mandan material y los profesores de apoyo de inglés nos hacen capacitaciones”

T-1. “mira mis estudiantes son hijos de campesinos, a las familias no les preocupa que los niños aprendan inglés...ellos quieren que sus niños aprendan a leer y escribir, y luego esos niños van a hacer las labores del campo, es triste porque de pronto se puede pensar en que el inglés se use para vender los productos que ellos cosechan al exterior, pero toca educar también a las familias, de pronto el SENA⁸ puede impulsar eso desde los programas del campo”

Regarding the notion and adaptation of teaching to the context, the teachers reported not recognizing the aspects of the ECO program, whose strategies and resources are designed and adapted for elementary school children from the rural or remote sector.

However, the teachers indicated during the interview that: “a nosotros nos piden seguir el currículo sugerido para el plan de bilingüismo nacional, se hicieron modificaciones del plan de área de inglés, pero no es fácil seguir esas cartillas, pero personalmente yo creo que no se pueden adaptar a esta población porque ellos tienen contextos de trabajo diferentes a los de los niños de

⁸ SENA-Servicio Nacional de Aprendizaje: technical and technological training entity for work in Colombia

las ciudades, incluso a los de los colegios campestres del sector” (T-1). Also the T-4 in this regard said: “es que no es fácil seguir todo lo que se sugiere en el plan, yo sé que hay material on-line disponible, de vez en cuando lo miro y saco lo que mejor me parece se adapta al contexto de mis estudiantes...yo no he visto por ejemplo recursos de la cultura del campo o de las tradiciones históricas...por ejemplo aprender los ingredientes que se usan para hacer queso, almojábanas o arepas, o aprender los nombres de los alimentos de la huerta escolar...sería una manera de darle un contexto para aprender inglés de manera significativa”

It can be inferred according to the teachers' story that the bilingualism plan has standardized guidelines and that these have flaws in terms of their adaptability to the rural context, this is because these areas are characterized by their cultural richness and diversity with certain factors. In this sense, according to the teachers, the bilingualism plan reproduces practices outside the context of the rural school, which makes it difficult to adapt its contents. Additionally, it can be highlighted the recognition that teachers have that the teaching of English must have a cultural approach developed through the meaning of rural customs, aspects such as the one mentioned by T-4 would represent a teaching of English relevant to a rural school that can be promoted from the Local Bilingualism Plan.

The participants also suggest the importance of the local government promoting policies that allow contact with the international market for agricultural products and that this could be a driver of interest in learning English. Until now, teachers associate family, social and economic factors in the school context, and recognize that there are challenges for TE, such as those described in the study by Bonilla & Cruz that impact on the development and performance of teachers, they even go so far as to propose the feasibility of a bilingual policy adapted to the needs of the context.

Subcategory: (f) Professionalism. Richards (2011) made an important distinction in this section related to the ability to teach English and knowing how to speak English, although the first depends on the second, Richards alluded that not all people can teach the language. Also, the author established that to become professional teacher must pursue a career in the field of educational specialization of English teaching.

Furthermore, Richards stated two dimensions: first institutionally prescribed professionalism, related to the Ministry of Education, educational and governmental authorities... which in this case are in charge of establishing the qualification of the English teacher. Second, independent professionalism, in which the English teacher carries out a reflective process of his own experience in teaching. This includes a look at the past and future of their own teaching to establish changes and new perspectives.

For this section, the data were collected mainly from the questionnaire, where the profile of the teachers, their knowledge and management of bilingual educational policies in the rural sector and their expectations to improve the teaching of English in the school were explored.

According to the information collected two factors that can be associated to this subcategory listed below:

First, the interest in obtaining a degree in education. In this sense,

T-1 reported "Antes no era necesario sino ser bachiller pedagógico o ser técnico en educación, yo estudié mi licenciatura porque era necesaria para tener el sistema de créditos para ascender en el escalafón"

T-2. "Yo terminé mi licenciatura luego de muchos años de haber empezado a ejercer, digamos que no era un requisito haber estudiado educación, generalmente nos daban programas

para actualización, pero cada profesor decidía si quería continuar la licenciatura o una especialización"

T-4. "Yo estude una Licenciatura en matemáticas, mi intención era presentarme el concurso de docentes y quedar como docente de planta, es posible que después haga una especialización, pero la haría en mi campo de estudio".

Second, the interest in ascending in the national rank of teachers was a stimulus to enrich their professional profile as it is evidenced in the following excerpts

T-3. "Yo estudié la licenciatura luego de que mi hija nació, luego hice un posgrado en lúdica porque me gusto siempre trabajar con los niños más pequeños. Además, por el sistema de créditos de cada tres años para el ascenso hice cursos, asistí a diplomados y cuanto evento pedagógico que hubiera para sumar créditos"

T-4. "pues lo que espero es poder empezar la especialización para estar en la categoría 2AE, y luego si hacer la maestría, para quedar en 3AE, y si hacen evaluación de desempeño puedo presentarme y ver si obtengo ascensos"

In the profile of teachers T-1, T-2, T-3 and T-4 there is a differentiation between those who do not have training in teaching English, but also in knowledge of the language. This aspect is marked by the fact that T-1, T-2 and T-3 did not learn English formally before, during or after their professional career, and this contrasts with T-4 who learned English in elementary, secondary and university (even though his degree is in mathematics). In addition, T-IET is the only one with a degree in English.

This evidence revealed and supported what the teachers reported in the subcategories: language proficiency, disciplinary and pedagogical knowledge, pedagogical reasoning skills, teaching skills, and context knowledge on this research, there are differences between the

professionalization of teachers who do not have a degree in English (T-1, T-2 and T-3) and non-English speakers, the teacher (T-4) graduate in mathematics but non-native English speaker, and the professional licensed in English with B-2 certification in the language.

Starting from the two notions established by Richard about professionalization, it can be confirmed that although not everyone who knows how to speak English is qualified to teach English, teachers who are knowledgeable about the regulations for their teaching can establish a notion of how English is taught. Secondly, a professional who teaches English despite having no training and not being an English speaker, is capable of using elements of their context to formulate reflections on their own teaching and propose future strategies to improve it once the weaknesses are recognized.

Conclusions

This project has provided an overview of the English teaching experience of the teachers at Rural School el Abra during the TEFL and has answered the research question: What is the teachers' experience teaching EFL in Rural Elementary School el Abra? It can be concluded that although teachers present weaknesses in knowledge related to language teaching methodologies, language proficiency, deficiency in disciplinary-pedagogical knowledge and pedagogical reasoning skills, they have built through their experience an own teaching style and methodology.

On the other hand, it can be highlighted that the teachers have taken elements from the different teaching areas in which they were trained to configure their experience in teaching English. This also suggests the need for teachers to have training in teaching methods and techniques for rural areas that are appropriate for adaptation within the rural context and thus be more efficient.

The results of this research contribute to three main areas. First, the need to understand the real conditions and requirements that English teachers face in rural school contexts, so bilingual policies must be formulated with their characteristics and particularities. Second, language teaching programs can have a rural school focus dedicated to providing training in updated methodologies to Rural teachers. Thirdly, it is urgent to formulate bilingual policies focused on rural areas in accordance with the needs and particularities of the educational community. Finally, it is important to involve the participation of rural English teachers in the construction of these policies, and that their contributions can be an important input for the construction of these.

Some limitations were identified during the development of the research. Although initially accessibility to the Abra School was easy due to the proximity of the municipality of Cota, the declaration of quarantine due to the coronavirus affected the scheduled date for the meeting and application of the collection tools with the teachers. Furthermore, this limited what had initially been planned for the research, which also included the students' experience, so it had to be omitted from the study. Another factor was the scarce or limited existence of literature and studies related to TEFL in the rural sector, which delayed the search for correct documentation of the paper.

Further research can carry out a bibliographic review of the bilingual policies of the last five years, and from this establish which of them are intended for the rural context, if any. On the other hand, the creation of communities of practice for teaching English in the rural context can be suggested with the aim of improving teachers' knowledge of linguistic methodologies. Another additional topic aimed at improving teaching-learning practices could be the creation of an educational co-teaching strategy intended at the implementation of innovative models in the rural educational context. Collaborative work between communities of rural teachers would also be derived from the previous strategy to address the interdisciplinary-cultural aspect of TEFL, the exchange of successful experiences, the planning of meaningful learning content and the construction of appropriate material for it. Finally, establish pedagogical reflection tables on TEFL between local educational authorities and teachers in order to detect and investigate the weaknesses, motivations and interests that can guide the construction of the Rural Local Bilingualism Plan.

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Appendices

Appendix A: Consent form sample


UNIVERSIDAD SANTO TOMÁS
 PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
VIGILADA MINEDUCACIÓN - SNIES: 1704



Licenciatura en Lenguas Extranjeras Inglés

Enseñanza del inglés como lengua extranjera en la escuela rural el Abra de básica primaria del municipio de Cota: un estudio de caso desde la mirada de la práctica de docentes multiaula

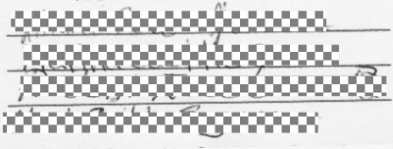
Docente en formación: Luz Mery González P.

En el marco del proyecto investigativo que será presentado como trabajo de grado del docente en formación Luz Mery González, el cual se titula, Enseñanza del inglés como lengua extranjera en la escuela rural el Abra de básica primaria del municipio de Cota: un estudio de caso desde la mirada de la práctica de docentes multiaula se presenta el formato de consentimiento informado, mediante el cual se solicita explícitamente su autorización como participante del proyecto, a través de la recolección de información. Los datos serán obtenidos a través de la realización de: una entrevista. La recolección de información tiene por objetivo tener una conversación alrededor de unas preguntas que serán compartidas vía email. Dichos interrogantes y los temas de la entrevista se enfocan en los procesos de enseñanza y aprendizaje de la lengua extranjera inglés y su percepción sobre la experiencia pedagógica.

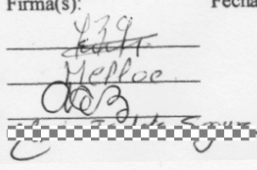
A través de este consentimiento informado, Usted:

- Expresa su aceptación para para participar en la entrevista y cuestionario y autorizar la grabación y transcripción de la misma.
- Autoriza que sus respuestas sean interpretadas por el docente en formación Luz Mery González e incluidas como parte del análisis y resultados del proyecto titulado: ¿Cómo es la experiencia de enseñanza del inglés como segunda lengua en la Escuela Rural el Abra?
- Confirma su participación y como padre de familia (en el caso que así sea) autoriza la realización de la entrevista, recolección y manejo de datos obtenidos para fines investigativos en el contexto de este proyecto, de la Licenciatura en Lenguas Extranjeras Inglés y propósitos académicos del docente en formación Luz Mery González, entre ellos, desarrollo de proyecto de grado, la sustentación del mismo; asimismo, presentaciones del proyecto investigativo y actividades de divulgación académica, presentación del proyecto según requisitos de la Universidad Santo Tomás en el Centro de Recursos para el Aprendizaje y la Investigación CRAI, y otros medios de divulgación científica, académica, pedagógica, investigativa.
- Finalmente, autoriza su acuerdo con los términos establecidos y presentados en este formato.

Nombre(s) participante(s):



Firma(s):



Fecha: Marzo 16/22

Docente en formación: Luz Mery González

Firma: Luz Mery González P.

Fecha: 16 de marzo de 2022.


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Appendix B: Semi-structured interview – teaching format

Institución: _____ Nivel: _____ N° de entrevista _____ Fecha: _____

Nombre del maestro: _____ (T1 – T2 – T3 – T4 – IET)

Antecedentes:

1. Describa su opinión de la importancia de la enseñanza del inglés como lengua extranjera en el aula
2. ¿Cuáles son sus expectativas de la enseñanza del inglés como lengua extranjera en su lugar de trabajo?
3. ¿Ha participado en formación permanente sobre didácticas de enseñanza del inglés? ¿cuáles? Si las ha aplicado ¿qué opinión tiene de estas?
4. ¿Ha participado en formación permanente sobre temáticas de enseñanza del inglés en aulas rurales? ¿cuáles? Si las ha aplicado ¿qué percepción tiene de estas?
5. Describa las políticas municipales o locales de apoyo a la enseñanza del inglés en el colegio (como el plan de bilingüismo, formación del profesorado, profesores de apoyo, material didáctico...)
6. Describa los aspectos de la enseñanza del inglés como lengua extranjera en su escuela, considere el contexto de la escuela, la población y las implicaciones que tiene en la enseñanza.

Experiencia:

7. ¿Cómo vive su papel como profesora de inglés en el aula?

8. ¿Cómo describiría la experiencia del aprendizaje del inglés como lengua extranjera para sus alumnos?
9. ¿Qué características debe tener la enseñanza del inglés como lengua extranjera en el entorno rural?
10. ¿Qué desafíos experimenta cuando se trata de enseñar inglés como lengua extranjera en el aula?
11. Según su experiencia en el aula dónde se desempeña ¿Utiliza metodologías o técnicas específicas para la enseñanza del inglés como segunda lengua durante sus clases de inglés?, de no ser así ¿Qué percepción le dejan las metodologías o técnicas que ha usado en la enseñanza del inglés en el aula?
12. ¿Cuáles son sus expectativas con el plan de bilingüismo del municipio en su lugar de trabajo?

Appendix C: Questionnaire

Institución: _____ Nivel: _____ N° de entrevista _____ Fecha: _____

Nombre del maestro: _____ (T1 – T2 – T3 – T4 – IET)

Las siguientes preguntas intentan explorar opiniones personales sobre su experiencia profesional como profesor/a de inglés en una Escuela rural El Abra. Por favor, responda de manera detallada cada pregunta; la información proporcionada será utilizada únicamente con fines de investigación.

Antecedentes:

1. ¿Cuánto tiempo lleva enseñando inglés? _____
2. ¿Cuál es su formación académica (título)? _____
3. ¿Ha tenido experiencias anteriores a esta enseñando inglés? Si ____ No ____
4. Si marco Si en la respuesta anterior responda:

¿Esa/s experiencia/s fueron en...? área rural ____ área urbana ____

Experiencia:

5. ¿Qué le motivo a trabajar en una escuela de la zona rural? (responda al reverso)
6. ¿Cómo describe la experiencia de trabajar en una zona rural? (responda al reverso)
7. Según su percepción ¿Qué diferencias o similitudes señalaría entre trabajar en una zona rural o urbana? (responda al reverso)
8. ¿Usted tiene conocimiento relacionado al programa nacional de bilingüismo, al plan departamental de bilingüismo o al plan municipal de bilingüismo? Si ____ No ____
9. ¿Ha recibido capacitación de parte de las autoridades educativas relacionada con la enseñanza del inglés? Si ____ No ____

Percepción:

10. Según su percepción de la enseñanza del inglés en la escuela rural dónde se desempeña como docente: relacione a continuación qué necesitan los profesores para mejorar los procesos enseñanza de idiomas en términos de:

Recursos	
El contexto	
Nivel profesional	
Nivel personal	
Las directivas institucionales	
Las autoridades municipales, departamentales o nacionales	
Otro	

11. ¿Cómo describe el papel de un profesor de inglés en una escuela multigrado en la zona rural? (responda al reverso)

12. Otros comentarios (responda al reverso)