

**Struggling national and institutional policies in the I.E.D Funza – Furatena: Narrative of
an English Preservice teacher**

Research Field

The use of the English Language and its Contexts

Research Subproject

The Voices of the LLEI realities: Life stories and experiences

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ABSTRACT

This narrative research describes the story of a pre-service English teacher of a bachelor's in education program in EFL at USTA. Her journey of learning to become an English teacher encounters a series of experiences that confront her perceptions of her role in implementing educational policies and delivering the English curriculum at I.E.D Funza -Furatena, primary school. This autobiographical narrative inquiry gathers information from teacher reflective journals and a Language Learning History. Its objective was to know the pedagogical attitudes towards the reality that most public schools in Colombia live, on the other hand, also, to reflect on the experience of learning and teaching in this type of school context.

The thematic analysis was the method chosen to examine the data, identifying two main categories: Experiences of the pre-service teacher and Challenges in the Appropriation of Educational Policies in the Classroom. From these main categories four subcategories emerged, as follows:

Pre-service teacher's learning path to become an English teacher, Perception of the role of an English teacher in a public and rural schools, struggling with time, number of students, and students' social features and Fulfilment of the polices to teach and learn English.

Keywords: narrative inquiry, pedagogical experience, Language Policy in Colombia, English pre-service teachers, thematic analysis.



1. CONTEXTUALIZATION



As a degree project to obtain the B.A. Degree in English Teaching English as a Foreign Language, I carried out a narrative research that seeks to narrate my personal experience as an English teacher belonging to the Bachelor of

English in Foreign Language of the Distance Education Program. The main narration experience occurred with the students who belong to the primary basic cycle of the I. E.D Funza, located in the urban sector of the municipality of Funza, Furatena, Cundinamarca. This institution was founded seven years ago, it has approximately 400 students between the ages 5 and 11 years old; I have been working in this school for five years, I arrived when I asked Secretaría de Educación to move to that institution. At that moment, the school was implementing some changes. One of them is the turnover of teachers from the third grade the fifth one. It is important to note that the English is the single subject that is taught from the first grade to the fifth grade by the same teacher, this is the reason why I am currently working as an English teacher.

Regarding to the students' characterization, they come from diverse types of families, predominating the nuclear families and single-parent families of strata 1 and 2, all of them have their residences in the sectors surrounding the school.

I chose as a population to make the English class videos and the subsequent Reflective Teacher Journals, at grades 501 and 502 of the IED Funza-Furatena, because I had a process with grade 501 since the students were in first grade, since I was his teacher director of grade until the fifth grade. From first to third I was a teacher of all the subjects in this grade, but already when the students passed in fourth and fifth, only English and Spanish guided them and I was also their grade director. For this reason, I wanted these two grades (501-502) to be part of my research project, as it would allow me to reflect on the teaching-learning of English in these grades, given that each one underwent a different training process. Although they belonged to the same school, each grade had particular situations that stood out at the time of teaching. For example, while grade 501 had an English teacher from first grade, grade 502 did not have a permanent English teacher, in addition to that, it presented quite a few problems related to the issue of over-age students, inclusion students, repeating students, among many other factors.

The main objective of this research is to describe the personal learning experience as a pre-service English teacher of the B.A program and the teaching experience at the I.E.D Funza -Furatena. But, at the same time reflect about how I did manage to succeed after facing numerous challenges. To gather information, I used reflective teacher journals, and my personal story Those instruments address the way that me as an English teacher faced the situations that appear in her context due to educational policies established by the MEN for the teaching of English as a foreign language in Colombian.



On the other hand, I did a careful revision of all the policies that regulate and supervise the teaching of English as a foreign language in public and private establishments of Colombia (MEN, 2006) and narrative inquiry as the type of investigation that I carried out. In addition, I considered the Basic Rights of Learning of English from the transition to the fifth grade of primary, which are tools that have as objective that the teachers have at their disposal clear curricular guidelines, that allow the teacher to improve their pedagogical practices in the classroom, and students to achieve satisfactory their level of English required for each grade.

Finally, I reviewed the educational policies of the National Program of Bilingualism, through its pedagogical programs and planning; the milestones, advances, and structure of the drafting of the Bases of the National Decennial Plan of Education (PNDE) 2016 - 2025: "Colombia the best educated in Latin America in 2025", chapter "Colombia Bilingüe". (www.mineduacion.gov.co, 2021).

In this document I found that the goals that are proposed regarding the teaching of the English language as a foreign language English are really ambitious, taking into account that the situation of the majority of public schools in Colombia is not the best, as far as it is concerned refers to environments conducive to learning the English language, because, just to cite a few examples, there are not trained teachers to teach this language, nor are there adequate laboratories to strengthen the learning of English, thus moving away from fundamental objective of the National Decennial Plan of Education (PNDE) 2016 - 2025, which is to ensure that students communicate better and better in English and have access to better job and professional opportunities.



Furthermore, this plan offers incentives and training days for English teachers in basic secondary education, leaving aside preschool and basic primary education. According to this document, for these levels the provision of material and pedagogical resources would be carried out, including teacher training workshops and support in the classroom, for this the Ministry of Education would deliver basic kits for English in 4 and 5 of primary and will locate technology classrooms and bilingualism in the educational institutions of the targeted territorial entities (within the framework of the infrastructure project), however, in reality these benefits have not reached all of the official educational institutions, they only reach the few schools that are targeted by the secretaries of education. Even so, it was intended to raise the Pre-Intermediate B1 level from 2% to 8% and from 7% to 35% of 11th grade students at Basic A2 level by 2018, for students to communicate each better in English and could access better job and professional opportunities.



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2. RESEARCH STATEMENT

I am an aspirant to opt for the English Foreign Language Degree from the Santo Tomás University of the Distance Education Program, with a particular interest that primarily focuses on describing my personal experience as a teacher of English, at the I.E.D Funza -Furatena school in the primary level.

This is a narrative inquiry, narrates in detail my staging as an English pre-service teacher. The description of my personal experience as a teacher of English, aims to identify the pedagogical challenges evidence in the classroom and tackled through my experience as an English Teacher.

Consequently, it is pertinent to focus on the search for factors that affect the EEF teaching and Learning practice, this, from the analysis of the educational policies in force in Colombia for the teaching of foreign languages in public education (National Bilingualism Program) and its applicability in the teaching practice, as well as the pertinence of these educational policies with the public education institutions.

The importance of this study based on my experience and the self-reflection that I as a teacher did an analysis between my teaching experience and the training provided by the University of Santo Tomás from the B.A. Degree in English Teaching English as a Foreign Language in other words, this research had two characteristics a self-reflection exercise and an analysis.



Research Question

How do a preservice English teacher's experiences at the I.E.D Funza -Furatena school, confront her perceptions about the teacher's role the curriculum compliance from the EFL teaching and learning policies imposed by MEN?

Main Objective

To establish how a preservice English teacher's experiences at the I.E.D Funza -Furatena school, confronting her perceptions about the teacher's role in curricular compliance and in the implementation of EFL teaching and learning policies imposed by MEN.

Specific Objectives

- To describe the personal learning experience as a pre-service English teacher of the B.A program and the teaching experience at the I.E.D Funza -Furatena.
- To identify the different factors that emerged from the narrating of my teaching experience as well as my learning experience at the B.A program in Teaching USTA.
- To present the actions that an English teacher should adapt to comply with the policies imposed by the MEN



3. THEORETICAL FRAMEWORK

This research seeks to describe my personal experience as a pre-service English teacher of the BA program in Teaching English as a foreign language at USTA, so it is essential to account for the definition attributed to this type of research.

Narrative Inquiry

Narrative inquiry is the study of the ways in which human beings experience the world, these authors support its use in educational research based on the notion that humans are narrative organisms that individually and socially lead historical lives. In the field of education, this process is seen when personal and social stories are constructed and reconstructed, so that teachers and students conceive themselves as storytellers and characters of their own stories or of the stories of other people (Connelly & Clandinin, 1999).

In this regard, I must say that I fully share with these authors the way they perceive narrative research, because they give importance to lived experiences and to that process of construction and reconstruction of the stories with which those experiences are told. In the elaboration of my written narrative I was able to demonstrate what is indicated in the previous postulate, I realized that when talking about my teaching-learning process of English as a pre-service English teacher, it not only involved academic aspects, It also included social and personal aspects that were relevant in the narrative of my history of a pre-service English teacher of a bachelor's in education

program in EFL, as mentioned by the previous authors, I play the role of hostile accountant and main character of my own story.

Barkhuizen, Benson and Chik (2014), mention two thoughts that Jerome Bruner, one of the pioneers of narrative research, proposes to order these experiences in two different ways. “A good story and a well-formed argument are different natural kinds,” he writes, and both can be convincing in their own ways” in this case, in my research, I appeal to the first thought, insofar as I narrate a series of daily stories about my experience as a student and as a teacher.

Taking into account the aspects that characterize the narratives, it could be said that these can be represented in written texts or spoken texts, with the purpose that people tell something of their interest in a long time, since it implies the development of these stories through over time, they are also located in a specific time and space and the structures that are presented there correspond to the developments that are described, have a purpose and meaning within the context of what they tell (Barkhuizen et al, 2014).

Narrative inquiry also helps us understand how language teachers and students organize their experiences and identities, and how they represent them to themselves and to the world.

Following these principles of narrative inquiry, in this research, I use my story as a tool to show my experiences as an English pre-service teacher “the main strength of narrative inquiry lies in its focus on how people use stories to make sense of their experiences in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them” (Barkhuizen et al, 2014), in accordance with this postulate, my research aims to make visible



through the narration of my experience the reality that an English teacher in training experiences when he must face the challenges posed by the applicability of public policies for the teaching of English in a school context with difficulties.

Language Learning Histories

(Barkhuizen et al. 2014), points out that LLHs, unlike diaries, are retrospective accounts that tell of past learning and language learning experiences; however, regarding this postulate, I must specify that, in the case of this research project, these reports focus more on the experiences around the teaching of English of a pre-service English teacher of a bachelor's in education program in EFL in a public school, facing various situations as a result of the implementation of educational public policies in the English classroom.

Although in (Barkhuizen et al. 2014), LLHs are classified as written narratives aimed at language learners, in this research this instrument covers the role of language student and the role of pre-service English teacher; and as in the study on Learners' Constructions of Identities and Imagined Communities, which is mentioned in (Barkhuizen et al. 2014), in this research the writing of a paper on the LLHs was also planned, but in this case in particular, starting with the chronological identification of the main milestones that marked the training process as an English teacher throughout the career and life itself, followed by the detailed written narration of each of these milestones found.



Teacher Narratives

As indicated (Barkhuizen et al. 2014), this type of narrative focuses on the writing of language teachers with the purpose of reflecting on pedagogical practice. In this case as part of an undergraduate research project of a pre-service English teacher of a bachelor's in education program in EFL, where the writer is the researcher. "The written product is a teacher journal, that is, written reflections on teachers' practices, teaching contexts, emotions, development, and language learning" (Barkhuizen et al, 2014, p. 40). Through the teacher reflective journals, I reflect on my pedagogical practice of English, analyzing eight class videos; this reflection focuses on the teaching context, including the classroom, the school, the community, and the broader socio-political context without leaving aside the aims and research questions of this narrative research (Barkhuizen et al. 2014).

National Bilingualism Program

Over time, the teaching-learning of English has been directed from policies that at first sight aim to improve the quality of Colombian education and guarantee the coherence and articulation of all levels of the educational system, through the implementation of programs such as the "National Bilingualism Program (PNB), Colombia 2004-2019. English as a foreign language: a strategy for competitiveness, which seeks to improve the teaching of foreign languages in Colombia and which is aimed at "achieving citizens capable of communicating in English, in such a way that they can insert the country in universal communication processes, in the global economy and in cultural



openness, with internationally comparable standards” (Ministerio de Educación Nacional, 2006, p.6)

However, for the purposes stated by the PNB, the objective it raises shows a more focused interest in teaching English with an economic purpose, which allows citizens to enter the global market, than to attend to the real needs that are present in the educational context, for this reason everything is standardized and oriented to comply with a policy for purposes other than educational ones.

Perhaps this responds to the decontextualization of quality benchmarks that a teacher must meet in their pedagogical practice and which generate a conflict between what should be done and what can really be done.

Curricular Standards

The Ministry of National Education defines educational standards as clear and public criteria that make possible to know what children and young people should learn and establish the reference point of what they can know and doing in each of the areas and levels. These are a reference guide so that all school institutions, urban or rural, private, or public, throughout the country, offer the same quality of education to the students of Colombia (MEN 2006).

Regarding standards, it should be noted that in the field of education policy, this movement emerged in the United States more than thirty years ago with the aim of improving the quality of education and international test results. As can be seen from its beginnings, standards are associated with educational quality and it is hoped that their fulfillment will improve student learning and performance (Ravitch, 1995). However, for these purposes, I agree with some



teachers who consider that standards should be optional and not mandatory, that they should be designed without hidden political interests and as a guide for teachers to orient their work with a sufficient margin of time in their implementation to allow for continuous revisions and improvements (Ravitch, (1995), since in schools these are seen more as a mandatory requirement to be met than as a pedagogical tool that orients the work of the teacher within a subject.

Entering context, for the area of English and as a frame of reference within the National Bilingualism Program, in our country performance standards have been defined through the document Basic Standards of Competence in Foreign Languages English (MEN, 2006). These are organized in a general standard that explains what students should know and do, also defines the level of performance in the language; the specific standards are divided into standards that correspond to comprehension skills (listening and reading skills) and standards that correspond to production skills (writing skills, monologues, conversation), both the specific standards of comprehension skills and the specific standards of production skills allude to the various communicative competencies, (linguistic, pragmatic and sociolinguistic) (MEN, 2006).

The document adopts the levels of proficiency defined in the Common European Framework of Reference for Languages, which defines three major levels, as shown in this table:

Table 1. *levels of proficiency defined in the Common European Framework of Reference for Languages*



LEVELS ACCORDING TO THE FRAMEWORK EUROPEAN COMMON	COMMON NAME OF THE LEVEL IN COLOMBIA	EDUCATIONAL LEVEL IN WHICH EACH LANGUAGE LEVEL IS EXPECTED TO BE DEVELOPED	GOALS FOR THE EDUCATION SECTOR BY 2019
A1	Beginner	Grades 1 to 3	
A2	Basic	Grades 4 to 7	
B1	Pre-intermediate	Grades 8 to 11	•Minimum level for 100% of high school graduates.
B2	Intermediate	Higher Education	• Minimum level for English teachers. •Minimum level for professionals from other careers
C1	Pre-advanced		•Minimum level for new language degree graduates
C2	Avanzado		

Table 1. Retrieved from (Ministerio de Educación Nacional de Colombia , 2021)

With the above classification, the National Bilingualism Program ratifies its intention to raise the levels of English proficiency in students, through the implementation of standards that allow them to achieve a high level of performance in the use of the foreign language, after having completed each educational cycle.

However, when we see the reality of most public education institutions, we realize that the mere existence and implementation of curricular standards does not guarantee success in the teaching-learning processes of English, since there are many difficulties that make these processes difficult, such as: difficult life situations of students, lack of materials, absence of specialized laboratories,



lack of teachers trained to teach English, decontextualized school curricula, overcrowding in classrooms, few hours for teaching English, among many other difficulties.

On the other hand, Sánchez & Obando (2008) argue that the success of PNB implementation does not depend on standards or policies; on the contrary, they affirm that they depend on other factors that are related to learning conditions and academic requirements necessary for the effective acquisition of a new language. These authors go further and assert that even prepared teachers with a high level of English (C2) who teach in a school context with overcrowded classrooms, scarce resources, restricted class hours, and an enormous diversity of students, can hardly meet the goals imposed by national and international educational policies. They conclude that the difficulties in the implementation of the PNB are due to the need to improve the conditions in which teaching, and learning take place in Colombia.

Referring to my personal experience as an English teacher, I consider it important to give a different view of the PNB, we should conceive it as a tool that supports our work in teaching English that brings students closer to a new language, and not as an imposition, which must be fulfilled without considering the conditions of learning in a public context.

The Basic Learning Rights

Basic Learning Rights are another tool that the Ministry of National Education designs for guiding and providing a benchmark to the school practices. The Basic Learning Rights (BLRs) in the area of English language learning are defined as:



essential tools that ensure equity and quality in education for all children in Colombia. These rights describe skills and knowledge that students must acquire in English class in levels transition to primary in the Colombian educational system. The BLRs are structured coherently with the Curricular Guidelines and the Basic Standards of Competence (BSC), as well as with the Curriculum Suggested from 6 to 11 (MEN, 2016, p.10)

In other words, they are expressions of achievement by same as goals, competencies or standards. The Ministry has been clear on that the BLRs do not replace the standards, but must be articulated with them.

Despite being conceived as an essential tool for the teaching of the EFL, it is important to specify that since they are articulated with the curricular standards, they also present certain difficulties at the time of their application in the classroom, since it is evident in their design, lack of knowledge of the real context in which English is taught in public schools in Colombia.



4. RESEARCH DESIGN

This chapter shows the methodological design that was carried out in this research. Narrative inquiry as a methodology entails a view of the phenomenon, which implies a process for data collection and data analysis. To use narrative inquiry methodology is to adopt a view of experience as phenomenon under study (Connelly & Clandinin, 2006, p. 477), in this sense, the narrative design in teaching and learning language as a methodology gives voice to teachers and learners “that provides access to language teaching and learning as lived experiences that take place over long periods of time and in multiple settings and contexts” also within specific periods of time or “short time” (Barkhuizen et al, 2014).

Data collection instruments

Written Narratives

Taking into account the following postulate, “written narrative data produced by language teachers and learners take many different forms” (Barkhuizen et al, 2014), for the specific case of this research I took, the narrative writing of Language learning histories and Reflective Journals of my English classes, narrative data that were constructed from the language classroom as context (Barkhuizen et al, 2014) and in accordance with the idea that language teachers write in retrospect and introspect about their practice teacher and on teaching experiences (Barkhuizen et al, 2014).

In accordance with (Barkhuizen et al, 2014), regarding written narratives, in this research project I write about my own experience, not only teaching but also learning as a pre-service English



teacher of a bachelor's in education program in EFL; this is how through the narrative of retrospective accounts (language learning histories) and introspective accounts (Reflective Journals) of my English teaching-learning process. The data collected through these instruments' deals with first-person narratives that I as a pre-service teacher conducted based on my past experiences and reflections on current experiences.

In this research, a narrative analysis focused on themes of narratives is carried out, because it addresses issues of language teaching-learning, where I use my own personal stories and experiences as an English pre-service teacher as data (Barkhuizen et al, 2014), the classroom is the context of interaction of these narratives. In this sense my narrative research study collects my own stories told by myself, being written and analyzed, where I describe my experience as a pre-service English teacher of a bachelor's program in education in EFL and the way I face and confront policies established by the MEN in the I.E.D Funza headquarter Furatena, primary school.

The chart below shows the type of data and instruments I applied in this study:

Table 2. *Type of data and instruments*

Type of narrative	Instrument	Purpose	Participants
Written narratives	Reflective teacher journals (See annex 1)	Collect data on teaching practices, which give an account of the context and emotions in the EFL teaching and learning. To reflect on their own experiences of teaching and learning to teach.” (Barkhuizen et al, 2014, p. 40)	Angela Cristina Piza (pre-service English teacher of a bachelor’s in education program in EFL at USTA)

	<p>Language learning histories (See annex 2)</p>	<p>Describe life story events and experience around EFL teaching and learning of a pre-service teacher in the role of participant in a research project carried out in a school.</p>	<p>I.E.D Funza headquarter Furatena, primary school (Fifth grade)</p>
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As seen in the chart above, the instruments used for data collection correspond to written narratives, in the role of participant in the research project, since I write stories and reflections related to my experience of EFL teaching and learning. These instruments include reflective teacher journals (non-narrative) and a language learning history (narrative). The first instrument was made following a format established by the University to be applied in the pedagogical practice of students, while the language learning histories was written as a story considering the guidelines oriented by the teachers in charge of the narrative research.

Teacher Reflective Journals

A Teacher Reflective Journal refers to "written reflections on teachers' (Barkhuizen et al, 2014, p. 40) practices, teaching contexts, emotions, development, and language learning. They are intended for teachers to reflect on their own experiences of teaching and learning language and are widely used in research on language teaching in aspects related to teacher training and identity (Barkhuizen et al, 2014).

In my practice as a pre-service English teacher of a bachelor's in education program in EFL at the I.E.D Funza headquarter Furatena, primary school, I did a non-narrative journal, which was



developed from the lesson plan and video recording of an English class. In total I made eight Reflective Journals using a format that USTA established to apply in the pedagogical practice of the students; all these were elaborated from the observation of the videos of English class, applied in the fifth grade of the I.E.D Funza headquarter Furatena, primary school, and from the analyses made after the class.

Language learning histories

Language learning histories are defined as retrospective accounts of language learning experiences over a period that can vary from short to long periods of time in which a person learned the language, (Barkhuizen et al, 2014).

Consequently, in this research, as part of the data, I wrote a personal story about my experience as a pre-service English teacher, which encompassed events throughout my school life from early education to university. These narrative involved details related to my academic training as a teacher and my experience as a pre-service English teacher in a public education context.

Methodological Procedure

The procedure that was carried out in this Research, followed the steps proposed by Creswell (2013), I chose my personal history to be analyzed, then I collected the data (stories), organized chronologically, then they were submitted to an analysis to find the patterns.

To carry out this narrative exercise, I started by choosing my personal story. So, I started by identifying the main milestones in my career as a teacher and as a student in the English program;



consequently, I was writing down the most significant experiences in each of the stages of my school and work life. Therefore, in my stories I tell details of my academic formation from elementary school to university and my experience as an English pre-service teacher in two public schools.

Following this, I joined all the fragments of stories I had previously talked about and created a single story that I called "My Journey to the Wonderful World of Teaching", this is an autobiographical story that describes the teaching-learning experiences of a USTA and the way she perceives and confronts educational policies in urban and rural teaching contexts.

Following this, I prepare the Reflective Journals about my English classes that I conducted with the fifth grade of the I.E.D Funza headquarter Furatena, primary school. For its elaboration it was necessary to record each class session, then analyze each video and record the information obtained in a format provided by the USTA for the pedagogical practice of the Pre-service English Teachers of the B.A. program. With these videos, I sought to reflect on my pedagogical practice in relation to my attitudes and perceptions regarding the fulfillment of public policies for the teaching of English and their impact on teaching in a school context with many difficulties and limitations.

Trustworthiness

Trustworthiness refers to “the rather complex question of the relationship between the findings of narrative inquiry studies and the underlying “realities they purport to represent.” (Barkhuizen et al, 2014, p. 90). In short, it is about the credibility and reliability of research results and implies the relevance and relationship between the data and what people say and do. In this order of ideas,



I carried out the triangulation process between the data obtained from the Reflective Teacher Journals with the data from the Language Learning Histories, so, initially I coded and categorized the Language Learning Histories instrument, then the Reflective Teacher Journals, after comparing them, I found that they were showing the same main categories, thus giving reliability and validity to my research work. After identifying the categories where the data were grouped, I proceeded to make comparisons or links between the proposed categories, privileging the important information related to each category and discarding what was not pertinent, for this I highlighted with different colors the themes that were repeated the most, to classify and relate them to the corresponding category.

Regarding this research, I consider it reliable since I have applied all the principles of narrative research. Likewise, the research proposal components are aligned with the Narrative Inquiry sub-project, complying with the suggested protocol for this study. On the other hand, all data collected from written narratives were done using instruments validated by the type of narrative research and in formats pre-established by the for this purpose (Reflective Journals format).

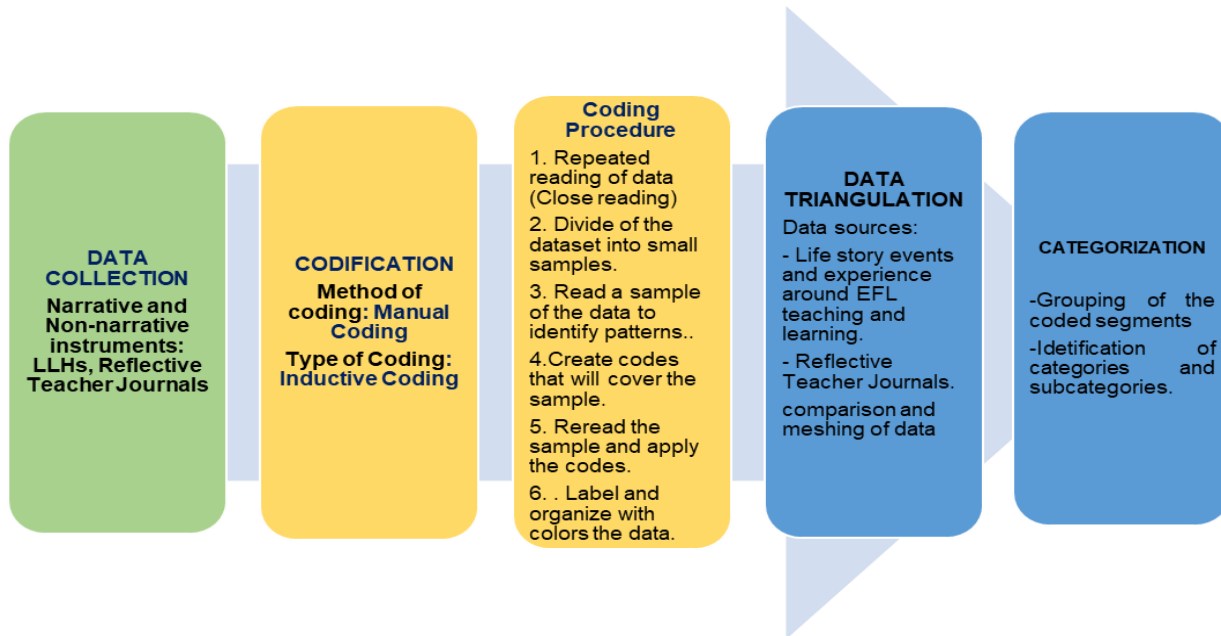
Finally, in the narration of my personal history, I wrote it in Spanish, my mother tongue, following the suggestions of the tutoring teachers, because in this way I could relate with more confidence, security and in depth all my feelings, thoughts, and beliefs, through each of the experiences both academic and work lived in my process as a pre-service English Teacher of the B.A program in Teaching at USTA.



5. DATA ANALYSIS

A. Thematic Approach

Figure 1. Data analysis procedure.



The data collected in this research were analyzed through the thematic analysis method, this thematic approach is adopted after analyzing the LLHs of the experience as a preservice English teacher and the analysis of reflective journals made from the observation of videos of the English classes carried out with seventy fifth graders of the Furatena school, a public school located in Funza.

According to (Barkhuizen et al, 2014), this method of analysis consists in subjecting the data, the coding and categorization of data extracts and their reorganization to a repeated reading, assigning

thematic titles. Likewise, they indicate that the main themes extracted in the coding and categorization process are usually discussed in separate sections of the narrative report, being divided into subtopics, and illustrated with extracts from the narratives (Barkhuizen et al, 2014).

However, authors such as Gao (2010) worked to reduce this risk, focusing his attention on the meaning of data extraction, responding to the criticism that pointed to thematic analysis as a study of explicitly predetermined predictable themes, neglecting the deepening of the data. As a result of this work, the sub-themes appear, which are not explicitly in the narratives, but emerge from the main themes, through data analysis (Barkhuizen et al, 2014).

Now, speaking specifically of this research, two main categories were identified, which are: 1. Experiences of the pre-service teacher and 2. Challenges in the appropriation of educational policies in the classroom. These two main categories emerged because of a careful reading of each of the instruments developed during the research, therefore the narratives of the reflective journals and the autobiography were analyzed obtaining these two main categories.

As mentioned above, I did the reading of these documents several times to identify the themes that were repeated the most, for this purpose I highlighted with a color assigned for the most recurrent themes in the narrative, in such a way that at reviewing the document again, it was possible to clearly identify the times that I mentioned a certain topic. After having identified and codified the information, I proceed to categorize all the data extracted from the documents, reorganizing them as categories and sub-categories (see table 3)



Table 3. *Categories and subcategories*

CATEGORIES	SUBCATEGORIES
<i>1. Experiences of the pre-service teacher</i>	<p>1.1. Pre-service teacher's learning path to become an English teacher.</p> <p>1.2 Perception of the role of an English teacher in a public and rural schools.</p>
<i>2. Challenges in the appropriation of educational policies in the classroom</i>	<p>2.1 Struggling with time, number of students, and students' social features.</p> <p>2.2 Fulfilment of the polices to teach and learn English</p>

Categories and corresponding subcategories that emerged from the data analysis.

B. Thematic Analysis

1. Experiences of the pre-service teacher

According to the data analyzed in this category, I found two subcategories: Pre-service teacher's learning path to become an English teacher and Perception of the role of an English teacher in a public and rural schools.

1.1 Pre-service teacher's learning path to become an English teacher.

The learning path that I have traveled to become an English teacher has not only involved the academic training offered by the B.A program in Teaching USTA, but has also been built from the contributions of other experiences such as the academic training I received in basic primary and secondary education, as I mentioned in a part of my LLHs:

“Siempre he considerado que la formación académica que recibí desde la básica primaria hasta culminar el bachillerato fueron el punto de inicio de mi viaje hacia la aventura de la docencia y la primera influencia que tuve para proyectarme como docente, pues desde niña estuve en contacto maestros en formación haciendo prácticas pedagógicas en mi salón de clases y años más adelante cuando ingresé a la secundaria tuve que hacer lo mismo que ellos hacían. Yo estudié en la Escuela Normal Superior Sady Tobón Calle en el municipio del Cerrito, los egresados de este colegio inicialmente salían con el título de bachilleres pedagógicos, razón por la cual desde que yo cursaba el grado transición hasta el grado quinto, siempre vi en mi salón de clases un “practicante” como se les decía en ese tiempo a los docentes en formación, acompañando el docente titular.” (LLHs-2018)

In addition to the experience of initial academic training, the influence of the school's language teacher in the decision to become an English teacher also is important in this learning path, since they became an important reference when it came to choose the discipline I wanted to study, because I saw in her pedagogical methodologies, incredibly attractive elements for me, such as creativity, resourcefulness, and group management, I wanted to be an English teacher like her. I mention this in an excerpt from my LLHs below:

“Ahora bien, ya voy encontrando el origen de dónde nació mi vocación o que aspectos influenciaron para convertirme en una docente; sin embargo, queda aún la inquietud por qué elegí ser una docente de inglés y no una docente de cualquier otra disciplina, y la respuesta está en lo que comenté anteriormente acerca de mis profesores favoritos donde mencionaba a la docente de inglés Luz Marina Meneses quien fuera una inspiración importante y una influencia muy fuerte para mí, por quien siempre sentí admiración, pues observaba que a pesar de que los recursos y materiales del colegio eran muy limitados, ella apelaba a su recursividad y hacía de sus clases un espacio agradable, creativo y

participativo, así que siempre esperaba su clase con mucho entusiasmo y me la disfrutaba de principio a fin. Me parecía muy interesante poder hablar otro idioma como ella lo hacía, escucharla hablar y la forma como nos enseñaba era algo que me gustaba mucho, a partir de ahí empecé a soñar con ser una futura docente de inglés y tal vez algún día parecerme a ella.” (LLHs-2018)

On the other hand, alternating the studies Bachelor of English as a Foreign Language at USTA with the work experience as a teacher, has allowed me to put into practice what I learned in the degree and at the same time know the reality that is lived in most of the schools of public education in aspects such as availability of physical and human resources, applicability of educational public policies and socio-economic factors of the student population, among others, allowing me to grow as a teacher and as a person, since these experiences go beyond the strictly pedagogical, these transcend the recognition of the social factors that surround a student population. In this part of my LLHs I talk about it:

luego fui trasladada a la zona urbana del municipio de Tena, donde tenía a cargo solo un curso, acá estuve un tiempo más prolongado durante el cual tuve la oportunidad de ejecutar en mi grado a cargo algunos proyectos de las asignaturas iniciales de la Licenciatura de Inglés, estos pertenecían específicamente a las asignaturas de, práctica pedagógica, proyectos pedagógicos, investigación cualitativa y curriculum design and material design.

Así que empecé a aplicar en mis clases lo que iba aprendiendo en la Universidad Santo Tomás, por ejemplo, recuerdo que empecé a diseñar material para la clase de inglés teniendo en cuenta las orientaciones del docente de la asignatura de Material Design daba, así que elabora material didáctico para fortalecer cada una de las habilidades del habla en inglés en los niños, decoraba el salón de clases con esta temática en inglés. Con la profesora de Curriculum Design, en esta materia tenía que presentar como proyecto final un Need Analysis y el diseño de un currículo de inglés para un grado escolar, así que yo aproveché y lo hice para el grado segundo con la intención de aplicarlo con mis estudiantes de primer grado en el siguiente año, pues yo sabía de antemano qué grado me correspondía. De esta forma yo iba articulando los estudios de la licenciatura de inglés de la USTA con mi campo laboral. (LLHs-2018)



Facing the real conditions that are experienced in a public-school context represented an important challenge for me as a pre-service teacher, the difficult situations that students experienced every day and that affected their school performance, made me reflect on what I should teach and what I could really teach given the difficult conditions of this school context, as shown in the next section of my LLHs:

“No todo fue felicidad durante este proceso inicial de mi vida como docente y como estudiante, pues empecé a darme cuenta que todas las teorías y enfoques de los que aprendía en la universidad no eran tan sencillos como parecían ser en las cátedras o en los textos y las políticas educativas eran muy contradictorias, pues parecían desconocer totalmente la realidad social de los estudiantes, pues se evidenciaban grandes limitaciones y pocas condiciones para garantizar una educación de calidad en el campo del inglés como lengua extranjera” (LLHs-2018)

In my personal experience as a pre-service English teacher, the learning path that has led me to become an English teacher has been feeding on experiences lived throughout my initial academic training, teaching practice and the higher academic training received by the B.A program in English Teaching at USTA, as explained above.

1.2 Perception of the role of an English teacher in a public school.

Being in a rural school context under difficult conditions was the starting point to change my mindset about teacher’s true mission in a community. I began to see this mission far beyond teaching from a methodology covered in one or another pedagogical approach, responding to extensive theories and theorists of the subject. I realized that being a teacher encompassed a more humanistic role, where it is necessary to consider and understand that for many children their priority to go to school is not to go to learn, that for some their priority is to go to school to escape



physical and psychological abuse or hunger. It sounds tragic but I discovered this reality with sadness, as shown below:

La difícil situación de esta población escolar me hacía replantear todo y me llevaba a formular algunas preguntas como, ¿acaso algunos teóricos o estudiosos de la pedagogía tendrán en cuenta a la hora de formular métodos o enfoques de enseñanza, que en un salón de clases hay niños que han sido abusados o que han llegado a la escuela sin desayunar y aprender no está en sus prioridades? ¿Qué debo hacer como docente cuando lastimosamente la prioridad de un niño en la escuela no es aprender sino simplemente satisfacer una necesidad primaria, como por ejemplo comer en el restaurante escolar porque en su casa no tiene comida?, esto por citar solo un ejemplo de los muchos interrogantes que me hacía y debo decir que sentía y aun siento mucha frustración y tristeza por este tipo de situaciones. (LLHs-2018)

However, with the difficult situation that existed in this school context with the students, I decided to make my contribution from my role as a teacher, I understood that in such a context my responsibility should be more social and humanistic than a responsibility focused solely on processes of teaching learning. For this reason, I began to promote spaces for dialogue in my classes that sought to listen to the students and intervene in the search for alternative solutions to their problems. This piece of my LLH describes some of the actions I took to mitigate the plight of the students:

Así que empecé por prestar especial atención a las necesidades de los estudiantes que presentaban mayor vulnerabilidad o que yo observaba con desinterés en las actividades escolares, una de las formas que yo tenía para indagar o acercarme al mundo real de los estudiantes era a través de un diálogo ameno donde ellos entraban en confianza y me expresaban sus sentimientos, emociones o expectativas, posterior a este ejercicio de acercamiento, citaba a sus padres o acudientes para encontrar alternativas de solución, ya en los casos más complejos era necesario reportar estos casos en Comisaría de Familia



u orientación escolar, estos casos tenían que ver con maltrato físico y psicológico, abuso sexual, abandono o problemas de desnutrición .

Generalmente después de conversar con los niños era muy común encontrar por ejemplo que algunos llegaban sin desayunar a la escuela o el desayuno consistía en un pedazo de arepa o un agua panela, ya conociendo estos casos yo hablaba con la ecónoma del restaurante escolar para que les preparara algo de la minuta de ese día a la primera hora de clase, así mismo a la hora del descanso se les daba una porción de comida más grande, que les sirviera como almuerzo. Estas medidas de solución temporal viéndolas desde afuera podrían parecer insuficientes, pero desde el aula de clase la realidad era otra, por ejemplo, a los niños se les veía más dispuestos e interesados por la clase, era como inyectarles energía. (LLHs-2018)

In the previous extract from my LLHs, I give a high sense of importance to the experiences that I have lived as a teacher, good or difficult experiences. I consider that they have provided useful pedagogical tools for managing the various situations that may result in the classroom with the students. From my experiences, I have made an approach, from pedagogical practice to the cognitive, socio-affective, communicative, and attitudinal aspects of the students, in order to carry out the teaching process -learning in an inclusive way.

In this sense, I had to transform my initial beliefs of what it meant to be a teacher in a non-privileged context and with many limitations.

Despite all the difficulties in the context of the student population that I have been talking about, it is important to highlight that I have not been mired in this problem, but that I have taken advantage of this situation by making use of the pedagogical resources that the USTA has provided me. For example, faced with the situation that arises in relation to the limited time available for learning English and the number of students per classroom, I had to consider new ways of working in the classroom to mitigate these shortcomings.



In the evaluation of one of my English classes, I reflected on the importance of taking advantage of classroom situations, however difficult these may be, and the relevance of including new teaching methodology:

Looking at the result of today's class, I think it would be important to continue working on the positive aspects and the difficulties to turn them into opportunities for improvement, to make the English class a propitious space for learning where all the students participate in your teaching-learning process of English as a foreign language. For example, I see that it has been successful for me to plan activities that include collaborative and cooperative work because all students get involved in the class and participate, I think that it is a way to optimize and take better advantage of the limited time in English class. (Reflective Journal #5)

2. Challenges in the appropriation of educational policies in the classroom

After analyzing the data in this category, I identified two subcategories: Struggling with time, number of students, and students' social features; and Fulfilment of the polices to teach and learn English. Below, I depict the finding on these categories.

2.1 Struggling with time, number of students, and students' social features.

My training process as an English teacher was surrounded by pedagogical experiences that I lived as a teacher in rural and urban public schools. Through these experiences, I was able to learn about and interact with various problems that affect public schools and the communities to which they belong. Those that produced the greatest impact on me are related to the socio-economic situation of the student population and the little investment by the state in public education. I could see this problem from the first day that I went to know what would be my first job as a teacher in a rural public school located in the municipality of Tena, the deficiencies that this school and community had were very evident, for example, the access road to the rural zone where the school was located

was very precarious, for this reason, public transport vehicles did not transit, and I was forced to walk every day back and forth from the town to the school in the rural zone.

On the other hand, the conditions of the physical infrastructure of the school reflected the scarce investment and intervention of the state, classrooms in poor conditions, sanitary batteries in terrible conditions, absence of technological and connectivity equipment, non-existence of sports fields, just to mention some of the shortcomings that this school had. Now talking about the specific issue of the students, the situation was not the best, the problems derived from the socio-economic conditions of their families were a recurring theme, there were frequently cases of abandonment, physical, psychological, and sexual abuse towards girls and boys of the school; malnutrition was also another common problem there.

The following excerpt from my story refers to part of the description of the experiences described above:

*“Mi comienzo como docente fue realmente difícil, tuve que sortear diferentes dificultades relacionadas con las condiciones físicas del entorno escolar y la situación social de la población estudiantil. Todos los días debía desplazarme hacia ese municipio desde Bogotá donde no conocía a nadie, llegar allí y caminar 50 minutos para llegar a la vereda donde estaba ubicada la escuela y devolverme de la misma manera, porque la única vía de acceso estaba en pésimas condiciones por lo cual no había tránsito de transporte público ni particular por allí, a esto se le sumaba el mal estado de la infraestructura de la escuelita, la situación socio-económicas del entorno familiar de los estudiantes que se veía reflejada en casos de abandono, maltrato físico y psicológico, abuso sexual y desnutrición, problemática que definitivamente afectaba el rendimiento escolar de los estudiantes.”
(LLHs-2018)*

When I was transferred to the urban public school where I currently work "IED Funza, Sede Furatena ", I was able to verify that the problem that affected my old workplace was not exclusive



to this place, but was also experienced in this new school to the same extent, despite the fact that it was located in an urban area of Funza and very close to Bogotá, there were many deficiencies and difficulties that were also related to socio-economic aspects of the student population, little educational investment in the school and some forms greater pressure for compliance with current public educational policies. This extract from my story summarizes the reality that exists in the Furatena school and that I relate previously:

“En el transcurso de las clases poco a poco fui dándome cuenta que estos no iban a ser los únicos altibajos que me iría a encontrar en mi camino, pues a medida que llevaba a cabo mis practicas pedagógicas en el aula me iba encontrando con uno y otro que me ponían a reflexionar sobre el desafío que es enseñar Inglés en un contexto como el colegio donde trabajo, pues una cosa era lo que estaba plasmado en los documentos oficiales del Ministerio de Educación Nacional para la enseñanza de inglés y otra cosa la realidad que se vive dentro del aula; había momentos en los que yo quería hacer mil cosas pero para mí infortunio y el de mis estudiantes no lo podía hacer porque ni el aula ni el colegio cuentan con las condiciones necesarias para tal fin, por ejemplo no hay equipos audiovisuales en el aula, no existe una sala de bilingüismo, no hay internet...” (LLHs-20

As a teacher, I could see that the aspects related to time, number of students, and students' social features affected the normal development of an English class, which generated a lot of concern for not being able to comply with all the contents assigned for each school grade according to the school curriculum and the requirements established by the MEN for the teaching of the English language in official establishments. In this extract from a reflective journal, I express this concern after finishing an English class:

It is difficult to comply with all the activities planned for the class, aspects such as the number of students and the little time available to achieve the objectives of the subject in the period. This class was very participatory, everyone wanted to participate, which



generates a certain personal conflict if I should allow the class to continue its normal course or if I should cut that moment of the class and move on with the other activities that I had planned. (Reflective Journal #1)

In addition to the number of students, other social situations emerged, as shown in the following excerpt:

Cómo respuesta a la situación de sobrecupo en las aulas, poco tiempo para la enseñanza del inglés y la elevada cantidad de contenidos por desarrollar en cada periodo académico, más la situación social de los estudiantes, empiezo a dejar de un lado la presión por avanzar rápidamente con el fin de dar cumplimiento al currículo de inglés, pues soy consciente que muchos de los estudiantes de este medio viven situaciones difíciles al interior de sus familias, a diferencia de otros más privilegiados ellos no tienen la oportunidad de enriquecer su aprendizaje de inglés desde su hogares, pues la mayoría de padres de familia o tutores de los estudiantes ni siquiera terminaron su escuela básica primaria y tampoco tienen acceso a herramientas tecnológicas e internet, el contacto que ellos tienen con el inglés como lengua extranjera es muy mínimo y en la mayor parte se limita a las dos horas que tienen la asignatura de inglés en la semana. (Story-2018)

I also narrate this situation later in one of my journals of an English class in the fifth grade at the school where I currently work (IED Funza- Furatena). On this occasion I also describe the difficulties that students have:

In this grade the work (502) dynamics is very complex because there are particular situations with the students that do not allow progressing as I would like in the development of the English class, to explain a little the problems of this course, I begin by mentioning that the majority of the students come from dysfunctional families where some of them have been abandoned by their parents or have been subjected to mistreatment and abuse by their own relatives, others are already in extra age for this school level, there are many repeating students, and additional to this there are students with special educational needs (inclusion). (Reflective journal #2)

In consequence of what I explained in the previous excerpt, I began to implement new work methodologies with students that privileged collaborative and cooperative work to motivate the participation of all students and make the most of the little time in English class. Here is an excerpt

of one of my reflective journals where I talk about the new actions that I started to include in my English classes:

Making the analysis of this class I can identify some important aspects that I consider make a positive difference with respect to what was done in the previous classes. I find that on this occasion I involved some new elements in the class, for example, I proposed activities to work in groups in order to optimize time and allow the participation of all students in class which made the students could work more than one language skill, in this case they worked speaking, reading and writing what I found very positive for the class because it made it more dynamic and entertaining for the students; another positive aspect that I see in this class is the spontaneous participation of some students who usually do not do it because they have difficulty interacting in public or do not have enough confidence in themselves, for this reason I turned my attention specially to these students to make them feel most important within the class. (Reflective Journal #5)

Facing the situations that emerge from the teaching of English as a foreign language in a classroom with a considerable number of students and with few hours established for this purpose, is a true odyssey that from the beginning one as a teacher seems not to be prepared, regardless of the professional training received. Authors such as Cardenas (2006) have been critical of public policies for the teaching of English in Colombia and question the implementation of the National Plan for bilingualism to the extent that the country does not have the conditions for this purpose, as well as points out the few hours established for teaching English, the number of students in the classroom, the precariousness of materials, the absence of qualified teachers, and the limited spaces to interact in English in real situations.

In one of the English classes I reflect on these challenges within the classroom and the difficulty it represents to achieve the goals of the class:

All these particularities gathered in a single group make it a bit difficult to fulfill the goals proposed for the English subject according to the requirements of the English curriculum,



since it is not the same to teach in a school grade without major inconveniences to teach in a grade with so many difficulties. The ideal would be to find a degree with the appropriate number of students, with students of the appropriate age for the level, with adequate social and family conditions, students without any type of cognitive or social development difficulties, students with a training process English from preschool to fifth grade, however the reality of most public schools is different and apparently this reality is unknown to those in charge of legislating and regulating public education in Colombia. (Reflective Journal #2)

Indeed, in many of the reflections after each English class, the lack of time and the high number of students per classroom are pointed out as decisive factors that affect the development of the English curriculum, there is no coherence between the demands of the Ministry of National Education, through current public educational policies and the reality that exists in the classroom of most public schools. The following excerpt from the reflective journal account for this issue:

Reviewing the curricular standards and basic learning rights proposed for this class, I observe that it was not possible to work them in their entirety, since there were some factors such as the number of students and the time allocated for this lesson, which impacted the time in each one of the activities, causing many components that contain these curricular references to be left out, for example in the class it is evident that the level of participation and total interaction of the students only occurs at the time of structuring the class specifically, but at other times it is not possible to carry out a similar flow of participation because the time allocated for the class did not allow the development of actions related to the basic performance of learning and the curricular standard. (Reflective Journal #1)

In view of the difficulties associated with the time of English teaching, the number of students and the social factors that affect the student population, I took as a personal strategy to deal with this situation, increase the exposure of students to learning English through Content and Language Integrated Learning, as I describe in the next section of a reflective journal from one of my English classes:



In this opportunity I worked in the class with the Methodology of Integrated Learning of Foreign Languages and Contents in the teaching of English, I articulated the English class with the natural sciences class and according to what was observed It gave good results with the students because they were very interested and participatory in the class and became very familiar with the terms in English about the senses using them correctly in the exercise of the worksheet and in the socialization of the exercise with their classmates. Personally, I felt amazingly comfortable working with this methodology because I think that teaching English acquires a more meaningful and functional meaning by improving the learning of English in students since it is taking advantage of the subjects of the curriculum to learn English and not in the conventional way that English is taught in isolation as one more subject of the curriculum. (Reflective Journal #8)

It should be noted that I applied this methodology with my 501st grade students, since I was working with them from first to fifth grade as their grade director and English teacher. During the first school years of grade 501 (first, second and third) I oversaw teaching all the subjects in the curriculum, and for this reason I had the opportunity to integrate the teaching of English with the other subjects. For example, from natural sciences I could teach vocabulary related to the senses and sense organs or from mathematics I could teach vocabulary related to geometric figures or numbers.

After a greater exposure to the English language in the classroom, I observed that the group of 502 have a better academic performance in the English language, in relation to the group of 502 who did not have constant training in this language during their primary school training. In the following reflection after an English class with grade 501 I highlight the positive results of the process carried out with this group of students:

I must confess that there are aspects of the class that make me feel very satisfied with my work in this group, some of these aspects are:



- They participate and interact actively in class
- They follow instructions in English during class (they understand)
- They participate using English as a language
- Ask and answer questions in English related to the topic of class
- All the time they are interested in offering new words or expressions in English, which is why it is often observed that during the classes they ask "teacher, how do I say in English...?"
- Between them they make corrections, and they help each other to complete an idea
- They make feedback frequently during class
- They do not feel embarrassed when speaking in English
- They propose activities during class

However, it is necessary to clarify that these advances that are evident with the students of this group (501), respond to a process that I carry with them since some of them were in first grade, others have two, three and four years with me as the course director, so I have had more time with them to go deeper into the subject of English compared to other grades, which in my opinion gives these students some advantage and better level in English, a situation that I believe would not have been possible under other conditions such as those presented with the rest of the groups where I only have two hours of English in the week and the contents required for each level according to the curricular standards are very extensive and time is not enough to develop these topics. (Reflective Journal #3)

The success of this process became evident when the same English classes were carried out in the two fifth grades, material that was recorded and later analyzed through a reflective journal, through this exercise the gap between the two groups is evidenced, result of the training in the English language that each of them received throughout the training in primary school.

2.2 Fulfilment of the polices to teach and learn English.

Compliance with educational policies for the teaching of English in public education represents a challenge for English teachers in public schools since there is ignorance of the reality of the Colombian educational system. From my experience as a teacher, I have been able to corroborate



this situation within the classroom, just now of executing the basic standards of competencies in foreign languages: English and the Basic Learning Rights stipulated by the MEN for each school grade. For example, for fifth grade what students should know and do at the end of this grade, both in the general standard and in the specific standards are of a high degree of complexity and quite extensive, considering the problems that students must reach the minimum requirements, due to the difficulties that I have already explained in the previous subcategory.

In short, the quality referents contained in educational policies do not adjust to the needs of the school context, these completely ignore the reality that is lived daily in a classroom of a public school. From my personal experience I would dare to say that teachers and students end up forcibly adjusting to educational policies or carrying out curricular adaptations to facilitate student learning. In this excerpt of one of my journals of the English classes, I talk about this topic, I point out the need to adjust in the quality references when planning the classes:

In this occasion the Basic Right of Learning aimed at the student asking and answering in an oral and written way questions related to the "who, when and where", after reading or listening. However, it is still difficult for them to ask questions and have a conversation in English, for this reason I had to adapt both the standard and the Basic Right of Learning to the activity of the class so that in this way it would be better... I must confess that on occasions I have had to work Curricular Standards or Basic Learning Rights that do not correspond to this school level, because students do not have sufficient prerequisites to work on the quality referents that correspond to this grade. (Reflective Journal #5)

A very frequent situation that occurs in the English classroom has to do with the development of a class planned to apply in a public-school context such as the school where I currently work. Often, it is necessary to redirect the initial objectives of a class, because there are drawbacks, such



as a low level of English proficiency that does not correspond to the school level, this because of the presence of aspects that I have already explained previously related to the time spent teaching English, the number of students per classroom, and the social factors that affect the student population. In response to this situation, as an English teacher I have had to take immediate actions such as adjusting the objectives of a class and its quality references to meet the needs and interests of the students, leaving aside strict compliance of curricular standards.

To illustrate what I just described above, I am going to cite a situation that occurred with grade 502 in one of the English classes. In this English class, the students had to reach specific curricular standards for the fifth grade about the description as the main topic of the class. These were the curricular standards to be reached (MEN, 2006, p. 20-21):

- I identify who they are talking about from their description physical.
- I understand short descriptions about people, known places and actions.
- I describe the personal traits of people around me.
- I describe myself or someone else known, with simple phrases and short, considering their age and physical characteristics.

However, it was not enough to have the class planned to achieve these quality referents, because in the development of the class I realized that it was impossible to achieve these standards with the students, since they did not have the necessary prerequisites to achieve them, in this specific

case the students did not know the basic vocabulary related to adjectives and parts of the body in English, vocabulary necessary to describe a person.

To solve this situation, I decided to stop and readjust the objectives of the class, so I took the subject of basic vocabulary in English on adjectives to make physical descriptions and parts of the body; likewise, I modified the standards and basic learning rights to achieve, in this case I took quality references that belonged to the first and second grades that addressed the topic of vocabulary about adjectives and parts of the body in English. Next, in one of my journals I talk about this experience and explain what I had to do in this situation:

Making the analysis of this class I observed that there were many difficulties with the students in the development of the planned activity, it is evident that students presented flaws with the use of vocabulary about adjectives about physical appearance and parts of the body, this vocabulary was prerequisite for this activity, for this reason the students had problems to solve the activities in the class. To solve this situation, I had to redirect the class towards a review of basic vocabulary related to adjectives to describe physical appearance and the parts of the body, topics that they usually see in first and second grade, but that in view of the situation I had to return to it, since most of them did not know nor the name of the colors in English. (Reflective Journal #7

Situations like the one in the previous excerpt are quite common in the practice of an English teacher, for this reason it is difficult to strictly comply with the requirements of educational public policies for the teaching of English.



6. CONCLUSIONS

Carrying out this Narrative Inquiry on my experience as a preservice teacher of English, allowed me to do a deep reflection on my training process as an English teacher, inquiring about the way as a pre-service English teacher of the B.A program in Teaching English as a foreign language at USTA face and struggle policies established by the MEN in the I.E.D Funza headquarter Furatena. Through this investigation I obtained the following finding that answer my research question:

First of all, it is found that in the category of the “Experiences of the Pre-service Teachers” the existence of some factors apart from the academic training carried out in the B.A program in Teaching English as a foreign language at USTA, plays a very important role in the learning path of a preservice teacher to become an English teacher, these factors are related to the academic training received from basic primary education to basic secondary education, in the same way also with the work experiences that have been had before and during the training process as an English teacher. Under this direction, it can be concluded that both the exercise of pedagogical praxis before and during the process of a pre-service English teacher and the academic training prior to entering the university, allows them to acquire attitudinal and procedural skills for handling the difficulties that result because of the implementation of public educational policies for the teaching of the English language.

Additionally, my personal experience in this learning path to become an English teacher showed me that each teacher who passed in my training process left me valuable and inspiring contributions that today are reflected in my pedagogical practice. This influence is evident in



aspects of my performance in the classroom, such as methodologies, strategies, tools, use of resources, group domain and administration of a class in general.

Also, and equally important, I found that the preparation I received from the university was crucial at the time of teaching English, since it gave me an especially important advantage compared to my fellow teachers who had to teach this subject without having the disciplinary preparation to do it, since they are licensed teachers in basic primary. In contrast to the above, I could realize that the true mission of an English teacher in an educational community goes far beyond teaching contents from one or another methodological approach. I realized that being a true teacher implies recognizing the student as a human being who has needs and interests that must be addressed before starting any learning process, that is why I consider that a teacher's mission should be aimed at bringing out the light the best of the students, despite the difficulties or limitations that they may have in their context.

Finally, in the analysis of the data of this research, a second main category emerged that was called “Challenges in the appropriation of educational policies in the classroom”, it delved into the challenges that an English preservice teacher must face in the classroom on a daily basis when implementing educational policies in the teaching of English. In this category I found that:

Regarding the public policies for the teaching of English in public establishments in Colombia, these are designed without taking into account the reality of the context of the student population of most public schools, which makes difficult their application and compliance in the pedagogical practice, for this reason among others, there is a notable gap between the official sector and the



private sector in the results of national census tests and the mastery of the competences of English as a foreign language. In this way, my study validates what Cardenas (2006) affirmed at the time, regarding educational policies in the teaching of English in Colombia, who widely criticizes the discourse of these policies, since these are not sensitive to reality or to the Colombian educational system.

Similarly, I find that the success in the learning process of the English language is not given by the implementation of projects or programs of educational policies, from my pedagogical experience I consider that there are other more important factors, such as the conditions in which the learning takes place, because it is not the same to teach in a school context where there are all the guarantees for this purpose, than to teach in school contexts surrounded by many difficulties and limitations. So, if the conditions for teaching in these school environments are not improved, the situation regarding the learning of English as a foreign language will remain the same. In this sense, my study ratifies what was said at the time by Sánchez and Obando (2008), who affirm that the success in the implementation of the PNB does not depend on standards or educational policies, but on other factors related to learning conditions and academic requirements necessary for the effective acquisition of a new language. They even mention that prepared teachers with a high level of English (C2) who teach in a school context with overcrowded classrooms, scarce resources, restricted class hours, and an enormous diversity of students, can hardly meet the goals imposed by national and international educational policies. They conclude that the difficulties encountered with the implementation of educational policies are due to the need to improve the conditions in which teaching, and learning take place in Colombia.



However, it is necessary to specify that, although these educational policies present shortcomings at the time of their implementation, these are a useful tool, insofar as these offer us criteria and standards for the teaching of English at each level, for this reason, from our role as learning facilitators, I consider it important that teachers are mediators between these educational policies and their applicability in pedagogical practice, taking into account that we know first-hand the reality that exists in a classroom, so this allows us to adjust and adapt them to the needs and interests of a particular student population.

By way of synthesis, the teacher is not limited only to developing a series of compulsory curricular contents, but also becomes a mediator between what current educational policies require and their applicability, considering the recognition of the real conditions of the school context.



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7. IMPLICATIONS

Probably in the case of the B.A program in Teaching English as a foreign language at USTA, this research could offer important pedagogical information to take into account in future restructuring of the pedagogical practice program of students of the English degree, but from my personal experience I consider that it is necessary to diversify the contexts in which the teaching practice is carried out, in such a way that future English teachers, from the university, get closer to the reality that is lived daily either in a public, private, urban or rural school. Regarding this, something that I have been able to conclude is that the previous interaction in different school contexts of the preservice teachers, before teaching officially, offers the future teacher valuable pedagogical tools that to a great extent help them to face and overcome the difficulties that present themselves in their career as an English teacher.

On the other hand, perhaps these findings may give rise to future research on issues related to the teaching of the English language in public education, the role of the pre-service English teacher in a public school, the impact of public educational policies on the teaching English as a foreign language in Colombia or the articulation of public educational policies for the teaching of English with public education in Colombia. This narrative inquiry can provide important information for a pre-service English teacher about the reality that an English teacher must face when starting the teaching practice in a diverse school context such as a public school; likewise, it can offer you tools or ideas to deal with the problems of these school environments.



In this narrative inquiry of my experience as a preservice English teacher in a public school, I make my voice known from the role of teacher researcher and main protagonist, storyteller of my own teaching-learning stories of the English language, as a contribution to the subproject “The Voices of the LLEI realities: Life stories and experiences”. Through this narrative we approach the reality that exists in public education establishments regarding the teaching of English as a foreign language, information that is very valuable for a pre-service teacher, which in a certain way familiarizes them with the challenges that an English teacher must face on a daily basis in the classroom in a context such as public education. Through this life and experience story, narrated by a teacher and student of the bachelor's in education program in EFL at USTA, some actions and pedagogical strategies can be taken as references to learn or improve the teaching practice of future English teachers.

Based on this research project, future studies could be proposed focused on analyzing the influence of educational policies in other educational contexts in which students, both pre-service teachers and in-service teachers, could reflect on how public educational policies condition the teaching of the English language in its context due to its characteristics. On the other hand, it could also be taken as a starting point for future research on how to improve the teaching of English as a foreign language in vulnerable populations.

Finally, this personal experience that I describe through this research, in a certain way makes visible a part of the reality of the Colombian educational system that teachers of the official sector



live daily, a situation that even in some universities still does not give the space for discussion or which is not discussed openly by interests or policies of institutions of higher education.



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ANNEXES 1

1. Non-Narrative Instruments

1.1 Reflective journals

CLASS VIDEO # 1

STUDENT'S NAME: <u>Angela Cristina Piza</u>	
JOURNAL#: <u>1</u>	
SCHOOL AND/OR COMMUNITY NAME: IED Funza, Sede Furatena	
GROUP: <u>501</u> CLASS#: <u>1</u> TIMING: <u>55 Minutes</u>	
DATE: <u>February 8, 2018</u> PLACE: <u>Classroom</u>	
ACTIVITY TO REFLECT ON: <u>Jobs and professions</u>	
PURPOSE OF THE ACTIVITY: Talk about the professions or jobs that students want to play when they grow up.	
Description	Reflection/Analysis
In the previous class, I asked the students to prepare a costume or outfit about the profession or job in which they would like to work in the future, each of them presented his or her respective profession	Looking and analyzing carefully what happened during the class I think the students were very participatory and motivated in the activity although it was extensive because everyone had to make



with a short description in English, following the instructions of the activity that I gave them at the beginning of the class. As each student went on to make his presentation, I asked the other students to guess to which profession the costume corresponded and, in some moments, cite comments related to sports or characters to enrich the topic. Later, between the students and I, we elaborated a list on the board of the professions of the fifth-grade students that we identified through the activity, making a feedback of all of them. Finally, I made some observations of the class, thanking them for their participation in class and exalting their demonstrated responsibility with the assigned homework.

their presentation. It is important to note that I still feel some frustration because I would like to dedicate more time to each of the language skills during the class, but as you can see the number of students is high and it takes time for everyone to participate, in this case I did greater emphasis on speaking and to a lesser extent on writing. I wanted my thirty-six students to interact in the class and could participate from their knowledge and I consider that I got it because, in the activity of presenting the profession using the respective costume everyone participated, including the two or three students who did not bring the costume, since I encouraged them to make their presentation. One of the particular situations of the class that I observe is that in some moments of the class my attention was focused on the group of students who all the time raised their hands and asked for the word and omitted the rest



of the group. However, this situation was not a constant during the whole class, since it is also evident that many sometimes, I would direct the questions to a specific student, precisely because I did not see him participating.

Observing the closing of the class, I consider that it was necessary to end up making a feedback about the achieved with the class, asking guiding questions regarding the objective of the class, as for example, we achieved the objective of the class? Why? What is the use of what we learned? What things do we not understand very well? How can we improve in the difficulties we had during the class? among others.

It is difficult to comply with all the activities planned for the class, aspects such as the number of students and the little time



	<p>available to achieve the objectives of the subject in the period. This class was very participatory, everyone wanted to participate, which generates a certain personal conflict if I should allow the class to continue its normal course or if I should cut that moment of the class and move on with the other activities that I had planned.</p>
<p>Evaluation: It would be convenient for the next classes to be much more attentive and motivate each of the students in such a way that everyone participates and interacts spontaneously, a strategy can be through activities that involve cooperative work where each student is assigned a specific role, guaranteeing their participation and collaboration to achieve a common goal. Regarding the closing of the class I think it is necessary to leave the objective of the class in a visible part where the students can see it during and at the end of the class to take it up again to formulate the guiding questions of the class that allow a more complete feedback exercise, where the strengths and weaknesses of the class are identified.</p>	

CLASS VIDEO # 2



STUDENT'S NAME: Angela Cristina Piza

JOURNAL#: 2

SCHOOL AND/OR COMMUNITY NAME: IED Funza, Sede Furatena

GROUP: 502 **CLASS#:** 1 **TIMING:** 55 Minutes

DATE: February 5, 2018 **PLACE:** Classroom

ACTIVITY TO REFLECT ON: Jobs and professions

PURPOSE OF THE ACTIVITY: Talk about the professions or jobs that students want to play when they grow up.

Description

In the previous class, I asked the students to prepare a costume or outfit about the profession or job in which they would like to work in the future, each of them presented his or her respective profession with a short description in English, following the instructions of the activity that I gave them at the beginning of the class. As each student went on to make his presentation, I asked the other students to guess to which profession the costume corresponded and in some moments cite

Reflection/Analysis

In contrast to the same class developed in grade 501, it can be seen that in grade 502 there is a little more evidence of lack of commitment to the activity planned for the class, which meant that not all students participated and some of them are clearly demotivated and disinterested by the activity. I believe that I needed to motivate more students to participate and involve them in the activity independently if they had prepared or had not prepared their costume and presentation for the class,



comments related to sports or characters to enrich the topic. Later, between the students and I, we elaborated a list on the board of the professions of the fifth grade students that we identified through the activity, making a feedback of all of them.

Finally, I made some observations related to the lack of responsibility of some students who did not do the homework assigned for the class and I highlighted the level of responsibility of the students who did it and therefore participated actively in class; in this way I made them see the students the importance of being committed to the activities of the subject.

because with this group of students of 502 some particular situations that merit greater flexibility with the group, for example, these students did not attend classes for a long time because the secretary of education was delayed in assigning them a grade director, being more than one academic period out of school; on the other hand it is a group that has students with many behavioral and academic difficulties who have follow-up processes from school orientation and academic coordination, this to mention only some special situations that are presented with this class. As a result of this I think it is necessary to motivate and encourage the group more so that little by little they are interested in the subject, because I recognize that I was very indisposed by the fact that they did not do the homework and I did not encourage them to participate with the rest of the group. However, we must recognize



that despite the special situations presented by the group, the class observes that students are encouraged to participate and even make funny notes related to the topic.

In this grade the work dynamics is very complex because there are particular situations with the students that do not allow progressing as I would like in the development of the English class, to explain a little the problems of this course, I begin by mentioning that the majority of the students come from dysfunctional families where some of them have been abandoned by their parents or have been subjected to mistreatment and abuse by their own relatives, others are already in extra age for this school level, there are many repeating students, and additional to this there are students with special educational needs (inclusion).





All these particularities gathered in a single group make it a bit difficult to fulfill the goals proposed for the English subject according to the requirements of the English curriculum, since it is not the same to teach in a school grade without major inconveniences to teach in a grade with so many difficulties. The ideal would be to find a degree with the appropriate number of students, with students of the appropriate age for the level, with adequate social and family conditions, students without any type of cognitive or social development difficulties, students with a training process English from preschool to fifth grade, however the reality of most public schools is different and apparently this reality is unknown to those in charge of legislating and regulating public education in Colombia.



<p>Evaluation: I consider that it is necessary to design activities that involve all students in the class, perhaps applying methodological strategies, for example from cooperative work or collaborative work, which encourages all students to participate actively in class based on their abilities and strengths, motivating their interaction in class.</p>	

CLASS VIDEO # 3

<p>STUDENT'S NAME: <u>Angela Cristina Piza</u></p>	
<p>JOURNAL#: 3</p>	
<p>SCHOOL AND/OR COMMUNITY NAME: IED Funza, Sede Furatena</p>	
<p>GROUP: <u>501</u> CLASS#: <u>2</u> TIMING: <u>55 Minutes</u></p>	
<p>DATE: <u>February 15, 2018</u> PLACE: <u>Classroom</u></p>	
<p>ACTIVITY TO REFLECT ON: Jobs and professions</p>	
<p>PURPOSE OF THE ACTIVITY: Talk about each of the professions and jobs that the students chose, identifying some actions or verbs related to them.</p>	
Description	Reflection/Analysis



<p>At the beginning of the class I took a few minutes to explain the instructions of the activity to be developed, which consisted in making an oral presentation with the help of a poster they had done homework at home, on actions or verbs related to their professions or jobs. Each student passed with his poster and before he/she made the presentation, his/her classmates had to remember his profession according to the activity of the previous class; later the student made the short presentation of his poster using the following heading, example: " I want to be a doctor, because I can save lives or I can heal the sick people ", they should emphasize the actions of each profession. Then the student had to complete the sentences on the board by writing their profession and the corresponding actions; finally, he chose the next participant and so on. For reasons of</p>	<p>In this class, as in many others it is observed that there is no lack of students who do not comply with homework, however it is also observed that the class in general feels very motivated to participate and for my part I feel that I encourage those spaces for this purpose, in this respect I must confess that there are aspects of the class that make me feel very satisfied with my work in this group in particular, some of these aspects are:</p> <p>They participate and interact actively in class</p> <p>They follow instructions in English during class (they understand)</p> <p>They participate using English as a language</p> <p>Ask and answer questions in English related to the subject of class</p> <p>All the time they are interested in offering new words or expressions in English, which is why it is often observed that during the</p>
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time not everyone could make their presentation, so they were informed that they would do the next class together with the students who did not do the homework, regarding these last students had to make two posters and the respective oral presentation for having failed with the task.

After listening to the presentations of a good part of the group, they took notes in their notebooks of the sentences made by everyone on the board as they went on to expose their posters.

At the end of the class they sang some songs in English to disperse a bit and rest. To close the class, I thanked them the participation of each one of them and reminded them of those who did not do the homework that should prepare them for the next class.

classes they ask "teacher, how do I say in English...?"

Between them they make corrections and they help each other to complete an idea

They make feedback frequently during class

They do not feel embarrassed when speaking in English

They propose activities during class

However, it is necessary to clarify that these advances that are evident with the students of this group, respond to a process that I carry with them since some of them were in first grade, others have two, three and four years with me as the course director, so I have had more time with them to go deeper into the subject of English compared to other grades, which in my opinion gives these students some advantage and better level in English, a situation that I believe would not have been possible under other conditions such as those presented with the



	<p>rest of the grades where I only have two hours of English in the week and the contents required for each level according to the curricular standards are very extensive and time is not enough to develop these topics.</p>
<p>Evaluation: As there are only two hours of English in the week I see that it is necessary to plan activities where they can articulate more than one language skill because in this class I observe that only emphasis was placed on writing and speaking, leaving aside the rest of skills, I think it would be advisable to plan activities that involve the majority of skills and in this way the student can enrich their English learning comprehensively.</p>	

CLASS VIDEO #4

<p>STUDENT'S NAME: <u>Angela Cristina Piza</u></p>	
<p>JOURNAL#: 4</p>	
<p>SCHOOL AND/OR COMMUNITY NAME: IED Funza, Sede Furatena</p>	
<p>GROUP: <u>502</u> CLASS#: 4 TIMING: <u>55 Minutes</u></p>	
<p>DATE: _ February 19, 2018</p>	<p>PLACE: <u>Classroom</u></p>



ACTIVITY TO REFLECT ON: Jobs and professions

PURPOSE OF THE ACTIVITY: Talk about each of the professions and jobs that the students chose, identifying some actions or verbs related to them.

Description	Reflection/Analysis
<p>To begin I explained the instructions of the activity to be developed in the class, I asked them to come to the front according to the order in the list and make their respective presentation supporting themselves with the poster. I suggested to the students only to say an action or verb related to their profession in order to achieve to pass all to expose. When coming to the front they had to make their presentation saying the following heading "I want to be a (Profession) because I can (verb)", while they made their presentation I gave them a grade for the compliance with the task and with the class activity, at the same time I made corrections in their pronunciation or</p>	<p>I think that maybe because of the talk I had with the group of students in the last class, they showed greater interest and responsibility with the activity planned for the class, for this reason I expressed my joy to see the progress of them and the I encouraged to continue working in this way in the subject, perhaps for that reason it was that I did not give greater importance to the few students who did not comply with the activity and the truth did not want to highlight the negative aspects, I just wanted to highlight their progress and that they saw that I value their personal efforts to improve in the subject. During the whole class I made corrections permanently and sometimes</p>



vocabulary. To finish among all we complete a table on the board with the information collected from professions and their respective verbs, according to each of the presentations they made. The two students who did not do homework were asked to present it for the next class.

they did it to each other, which also gave me some joy because I observed that they were always very willing and attentive to the activity, in fact at some point I congratulate and I highlight the work of a particular student, because during the year he had never presented assignments or jobs in English and for this occasion he did so in a very committed way. Due to the urgency of the time I could not stop myself from going deeply into each one of the oral presentations because the idea was for everyone to be able to expose, so in the video we can see that there was a bit of haste, but each one of them gave their respective observations or corrections if necessary.



Evaluation: I think it would be important to have an action plan for students who do not comply with the assigned tasks, in such a way that they participate in class and see that homework is for everyone, no more for some than for others, which if not it is taken into account can demotivate the responsible students, because unintentionally I as a teacher I am sending the message that gives the same be responsible that not be.

CLASS VIDEO #5

STUDENT'S NAME: Angela Cristina Piza

JOURNAL#: 5

SCHOOL AND/OR COMMUNITY NAME: IED Funza, Sede Furatena

GROUP: 501 **CLASS#:** 5 **TIMING:** 55 Minutes

DATE: February 28, 2018 **PLACE:** Classroom

ACTIVITY TO REFLECT ON: Review of the vocabulary related to the school timetable (Days of the week, names of the subjects, ordinal numbers from 1 to 6)

PURPOSE OF THE ACTIVITY: Identify the parts of a school timetable using the vocabulary learned previously.

Description	Reflection/Analysis
To begin I told the students the instructions of the activity to be developed, giving some	Making the analysis of this class I can identify some important aspects that I



suggestions and recommendations to take into account during the class. In this class a review of the vocabulary related to a school timetable was made and for this I elaborated some posters with images related to the different school subjects, I passed them on the board and as it is observed in the video they had to mention the subject to which corresponded the image, at the moment that I will randomly ask one of them, then I was writing the name of each subject mentioned by them under each image. When I finished matching the picture with the subject, I asked the students questions about each one of the school subjects, for example, who was the teacher of each of them, what days each subject had, at what time were these subjects, etc. After this activity, explain the instructions of the next activity, in this part the students had to develop a worksheet about the previous activity, I read them and

consider make a positive difference with respect to what was done in the previous classes. I find that on this occasion I involved some new elements in the class, for example, I proposed activities to work in groups in order to optimize time and allow the participation of all students in class which made the students could work more than one language skill, in this case they worked speaking, reading and writing what I found very positive for the class because it made it more dynamic and entertaining for the students; another positive aspect that I see in this class is the spontaneous participation of some students who usually do not do it because they have difficulty interacting in public or do not have enough confidence in themselves, for this reason I turned my attention specially to these students to make them feel Most important within the class. On the other hand, this time



explained all the points, while I did the students were developing each point among all. They had to apply what they learned in class through this activity, so they had to identify the image that corresponded to each subject and then write their name, later they had to do an exercise in reading comprehension, answer questions completing sentences, to finish they elaborated their own school time table, taking into account the time, day and subject.

After this activity I proceeded to collect the worksheets.

To close the class I asked the students to tell me what difficulties they had in developing the guide, what points were harder to them and what points they found easy and why, so each student expressed their difficulties

I took the time to review each of them their work in class, giving them their respective feedback and allowing them to share their work with the rest of the group; Additionally, as a closing activity, I proposed to the students to explain the difficulties they had in the activity and also to talk about the things that were provided or enjoyed the most during the activity.



and their strengths detected during the development of this activity.

Evaluation: Looking at the result of today's class, I think it would be important to continue working on the positive aspects and the difficulties to turn them into opportunities for improvement, in order to make the English class a propitious space for learning where all the students participate in your teaching-learning process of English as a foreign language.

CLASS VIDEO #6

STUDENT'S NAME: Angela Cristina Piza

JOURNAL: #6

SCHOOL AND/OR COMMUNITY NAME: IED Funza, Sede Furatena



GROUP: 502 **CLASS:** #6 **TIMING:** 55 Minutes

DATE: March 1, 2018 **PLACE:** Classroom

ACTIVITY TO REFLECT ON: Review of the vocabulary related to the school timetable (Days of the week, names of the subjects, ordinal numbers from 1 to 6).

PURPOSE OF THE ACTIVITY: Identify the parts of a school timetable using the vocabulary learned previously.

Description	Reflection/Analysis
<p>(This class was planned with the same dynamics as in grade 501).</p> <p>To begin I told the students the instructions of the activity to be developed, giving some suggestions and recommendations to take into account during the class. In this class a review of the vocabulary related to a school timetable was made and for this I elaborated some posters with images related to the different school subjects, I passed them on the board and as it is observed in the video they had to mention the subject to which</p>	<p>In this class I can observe important aspects to reflect, these are some of the findings:</p> <ul style="list-style-type: none"> - In this class I have to make more observations during the class than in the rest of the grades due to the special situations presented by the students, however there is a significant improvement with this group of students in terms of participation, behavior in the classroom and academic commitment.



corresponded the image, at the moment that I will randomly ask one of them, then I was writing the name of each subject mentioned by them under each image. When I finished matching the picture with the subject, I asked the students questions about each one of the school subjects, for example, who was the teacher of each of them, what days each subject had, at what time were these subjects, etc. After this activity, explain the instructions of the next activity, in this part the students had to develop a worksheet about the previous activity, I read them and explained all the points, while I did the students were developing each point among all. They had to apply what they learned in class through this activity, so they had to identify the image that corresponded to each subject and then write their name, later they had to do an exercise in reading comprehension, answer questions

- I feel that I have changed my attitude in a positive way with the group, because I find more closeness and confidence with the students compared to the first classes where I started predisposed and prevented each session of class, this due to the background of the group; now I feel that I enter the classroom 'unarmed' and more motivated.

- I motivated the participation of the students, highlighting with good comments their contributions in the class.

-The students were much more participative and there is evidence of learning topics previously seen in the English class because I see that they use the expressions and the corresponding vocabulary.

- I spent more time explaining each step of the activity of the guide, in order that they



<p>completing sentences, to finish they elaborated their own school time table, taking into account the time, day and subject.</p> <p>After this activity I proceeded to collect the worksheets.</p> <p>To close the class, I asked the students to tell me what difficulties they had had in developing the guide, what points were harder to them and what points they found easy and why, so each student expressed their difficulties and their strengths detected during the development of this activity.</p>	<p>did not present difficulties in the development of this.</p> <p>-During the class the formative evaluation of the work of the students is demonstrated giving them the respective feedback of the activities.</p> <p>-I used a reflection exercise to close the class, in this space they shared their perceptions, concerns and suggestions of the class, each of them expressing their strength and difficulties with the activities developed. The idea of this exercise is that I as a teacher can continue to work on the strengths and take advantage of the difficulties as an opportunity for improvement to achieve better results with students in future English classes.</p>
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Evaluation: Analyzing the positive results obtained in this class, it is necessary that I take into account the aspects that I described as personal progress in my pedagogical competence and discipline in future English classes not only with this particular grade but with all the grades where I teach.

CLASS VIDEO #7

STUDENT'S NAME: Angela Cristina Piza

JOURNAL#: 7

SCHOOL AND/OR COMMUNITY NAME: IED Funza, Sede Furatena

GROUP: 501 **CLASS#:** 7 **TIMING:** 55 Minutes

DATE: March 12, 2018 **PLACE:** Classroom

ACTIVITY TO REFLECT ON: Use of the verb to have (affirmative sentences, negative sentences, interrogative sentences)

PURPOSE OF THE ACTIVITY: Describe the physical appearance using the verb to have.

Description	Reflection/Analysis
The objective of the class was for the students to talk about their physical appearance using the grammatical	Making the analysis of this class I observed that there were many difficulties with the students in the development of the planned



structures suggested for the class (verb to have affirmative, negative and interrogative sentences), for this purpose I planned an activity where they worked in pairs, developing an exercise which consisted in drawing up a Ven diagram by writing the physical characteristics of the two, then writing the similarities, differences, similarities using affirmative, negative and interrogative sentences; before forming the work couples I explained the activity through an example with a graphic of Ven that I pasted on the board. Subsequently, each couple presented their work with the rest of the group. For this purpose, each one made the report of the information of their partner according to the exercise developed in the graph and to the elaborated sentences.

activity, It is evident that students presented flaws with the use of vocabulary about adjectives about physical appearance and parts of the body , this vocabulary was prerequisite for this activity, for this reason the students had problems to solve the activities in the class. In order to solve this situation, I had to redirect the class towards a review of basic vocabulary related to adjectives to describe physical appearance and the parts of the body, topics that they usually see in first and second grade, but that in view of the situation I had to return to it, since most of them did not know nor the name of the colors in English.

Despite these situations, I also have to highlight some positive aspects of the class such as working in pairs that helped to feel more confident to the students at the time of presenting their work, in addition they



	<p>interacted and discussed ideas about the activity, making use of tools such as the English dictionary to support their work.</p>
<p>Evaluation: It is important to review and verify the prerequisites that students must have to carry out an activity and thus avoid confusion and difficulties and after performing that exercise of exploration of preachers proceed to make the decision if it is possible to do the activity or otherwise not it is possible to carry it out because first I have to reinforce some knowledge even more; on the other hand, I must modulate my voice better so that it is heard a little softer and the students feel in a more pleasant place and feel confident to participate.</p>	

CLASS VIDEO #8

STUDENT'S NAME: Angela Cristina Piza

JOURNAL#: 8

SCHOOL AND/OR COMMUNITY NAME: IED Funza, Sede Furatena

GROUP: 501 **CLASS#:** 8 **TIMING:** 55 Minutes

DATE: March 19, 2018 **PLACE:** Classroom



ACTIVITY TO REFLECT ON: Vocabulary of the senses in English

PURPOSE OF THE ACTIVITY: Know the vocabulary about the senses, organs of the senses and their functions

Description	Reflection/Analysis
<p>To start the class, I presented my teaching colleagues who were accompanying my class as part of an English project in which we are all participating. This class was focused on the knowledge of the vocabulary in English related to the senses, organs of the senses and functions, to explore previous knowledge to the students I asked them questions related to the subject of class and in this way among all we created a conceptual map with a previously elaborated didactic material. First we began with the recognition of the name of the senses in English, then we went on to identify the respective organs of each sense and finally we delved into the functions of</p>	<p>In this opportunity I worked in the class with the Methodology of Integrated Learning of Foreign Languages and Contents in the teaching of English, I articulated the English class with the natural sciences class and according to what was observed gave good results with the students because they were very interested and participatory in the class and became very familiar with the terms in English about the senses using them correctly in the exercise of the worksheet and in the socialization of the exercise with their classmates. Personally I felt very comfortable working with this methodology because I think that teaching English acquires a more meaningful and functional meaning by improving the learning of English in students since it is taking advantage of the subjects of the</p>



the senses emphasizing the verbs or actions related to the functions. Subsequently the students developed a worksheet in which they wanted to apply what they saw in class, they had to relate different images of actions with the corresponding sense organ, then they wrote sentences to describe each image, using suggested grammatical structures such as the use of can, for example: I can listen with my ears, I can see with my eyes, etc.

I closed the class by giving feedback by asking guiding questions related to the initial objective of the class.

curriculum to learn English and not in the conventional way that English is taught in isolation as one more subject of the curriculum.



Evaluation: I consider it important to start incorporating these methodologies of teaching English as a foreign language in my planning and development of the classes, in order to strengthen the teaching-learning process of English through content in the way I worked in this class in particular, because I think that working English as an isolated subject where situations are forced or invented, is not successful in learning a foreign language, the ideal is that language becomes a tool to learn about a content, area or theme.



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ANNEXES 2

2. Narrative Instruments

2.1 Language learning histories



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Mi viaje con destino al maravilloso mundo de la docencia

By Ángela Cristina Piza

Voy a comparar mi experiencia de mi formación como docente con un viaje, porque es así como lo veo y lo he vivido durante este tiempo en el que he estado inmersa en el mundo de la docencia.

¿Quién es la pasajera principal de este viaje?

Para empezar a describir este recorrido lleno de aventuras con uno que otro bache en el camino de los que más adelante hablaré en detalle, comienzo por evocar mis inicios dando a conocer quién soy yo y que así mismo conozcan un poco acerca de la tripulación que me ha acompañado durante toda la trayectoria de mi aventura pedagógica. Mi nombre completo es Ángela Cristina Piza, nací un diecisiete de febrero de 1983 en un pequeño municipio incrustado en las agrestes montañas de Santander del Sur llamado El Cerrito; soy la tercera de cinco hermanos, mi crianza estuvo a cargo de mi mamá y mi abuelita materna junto a las cuales viví 20 años de mi vida hasta que me convertí en mamá de mi hijo Cristian Felipe y empecé a reescribir mi historia en otro lugar y con otros personajes.

El punto de partida

Siempre he considerado que la formación académica que recibí desde la básica primaria hasta culminar el bachillerato fueron el punto de inicio de mi viaje hacia la aventura de la docencia y la primera influencia que tuve para proyectarme como docente, pues desde niña estuve en contacto maestros en formación haciendo prácticas pedagógicas en mi salón de clases y años más adelante



cuando ingresé a la secundaria tuve que hacer lo mismo que ellos hacían. Yo estudié en la Escuela Normal Superior Sady Tobón Calle en el municipio del Cerrito, los egresados de este colegio inicialmente salían con el título de bachilleres pedagógicos, razón por la cual desde que yo cursaba el grado transición hasta el grado quinto, siempre vi en mi salón de clases un “practicante” como se les decía en ese tiempo a los docentes en formación, acompañando al docente titular. Estos practicantes eran estudiantes de octavo, noveno, décimo y undécimo grado; los octavos y novenos iniciaban su proceso haciendo observaciones de clases y los décimos y onces llevaban a cabo su práctica pedagógica I y II como requisito para poderse graduar y posteriormente ejercer la docencia o continuar con sus estudios universitarios. Al respecto es importante decir que tuve la fortuna de tener unos docentes en formación creativos y amorosos que me inspiraron para posteriormente convertirme en una docente, recuerdo que esperaba la llegada de las semanas de práctica con mucho entusiasmo, alegría y expectativa, porque sabía que llegarían nuevos docentes que mostraban un método diferente y más atractivo que el método que llevaba a cabo mi docente titular “Cecilia” y ahora pienso que tal vez por su edad o sus años dedicados a la docencia ya no contaba con las mismas energías para innovar en las prácticas pedagógicas yéndose siempre por el método tradicional de enseñanza.

Continuando con mi recorrido escolar, en el año 1995 inicié la secundaria y con esto también iniciaron nuevas experiencias que fueron abonando el terreno de mi futuro como docente e influenciando mi futuro profesional; aquí tuve la oportunidad de vivir por primera vez la experiencia de estar frente a un grupo de estudiantes haciendo observaciones de clase, espacios en los cuales tuve la oportunidad de aprender muchas cosas de las prácticas pedagógicas de los docentes titulares y también a identificar algunos aspectos relacionados con las metodologías tradicionales de enseñanza que a pesar de mi inexperiencia consideraba en contravía con los nuevos

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3. Consent form of participants.

TÍTULO: Descripción de mi experiencia personal como docente de lengua extranjera Inglés en la sección de básica primaria de la Institución Educativa Departamental de Funza, sede Funatena

INVESTIGADORA: Ángela Cristina Piza

NÚMEROS DE CONTACTO ASOCIADO A LA INVESTIGACIÓN:

Ángela Cristina Piza

Celular: 31331930487

Teléfono fijo: 5475704

La I.E.D de Funza está siendo invitada a participar en un estudio de investigación como parte fundamental del campo investigativo de la Licenciatura en Lengua Extranjera Inglés de la Universidad Santo Tomás. Este estudio tiene como finalidad recolectar la mayor información posible acerca de la forma como se llevan a cabo en este momento los procesos de enseñanza aprendizaje de inglés como lengua extranjera en la básica primaria.

Para llevar a cabo este estudio se recogerán diferentes impresiones de docentes sobre sus experiencias personales como docentes en el campo de inglés como lengua extranjera desde su rol de docentes de básica primaria, muchos de ellos teniendo a su cargo todas las asignaturas del plan de estudios o asumiendo la asignatura de inglés sin tener el perfil profesional como licenciado para enseñarlo.

Es importante aclarar que el nombre de la institución educativa, así como el de cualquier participante en este estudio investigativo será confidencial y no serán publicados a menos que sea por solicitud expresa de la institución que solicite su socialización o publicación en determinados espacios. Por tanto la identidad de la institución educativa y de sus integrantes será confidencial, no se verá afectada ni se hará mal uso con los datos, o información recolectada. Cabe resaltar que nadie está obligado/a a contestar ninguna pregunta que considere incómoda. La institución está en pleno derecho de comunicar en cualquier momento la decisión de no continuar como participante del estudio, decisión que será respetada y aceptada sin ningún tipo de prejuicio o consecuencia.



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TÍTULO: Descripción de mi experiencia personal como docente de lengua extranjera Inglés en la sección de básica primaria de la Institución Educativa Departamental de Funza, sede Furatona

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La participación en este estudio no tiene ningún costo económico, solo se necesita un poco de tiempo de parte de algunos integrantes de la planta docente de básica primaria para el proceso de obtención de información y datos relacionados con el tema de investigación. Es bueno tener en cuenta que la participación de la institución educativa aparte de contribuir al desarrollo de dicho estudio investigativo también aporta y contribuye a dar un primer paso hacia el cumplimiento de los requisitos mínimos en la asignatura de inglés como lengua extranjera exigidos por las políticas del programa de bilingüismo del Ministerio de Educación Nacional.

En caso de que se requiera más información acerca de este estudio pueden comunicarse con los números de contacto:

Ángela Cristina Piza

Celular: 31331930487

Teléfono fijo: 5475704

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante

Luz Marina Obarr

Fecha

29-11-2016

Firma del participante

[Firma manuscrita]

Firma de la investigadora:

Ángela Cristina Piza