

LICENCIATURA EN LENGUA EXTRANJERA INGLÉS

**The Story and Experiences of Teacher Maria: A 20-year old period in the rural multigrade school "El Granadillo"**

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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2020

## ABSTRACT

This research aims to describe what has been the history and experience of a teacher after 20 years of teaching in the same institution addressed from her life story that denotes the reality of Colombia's rural teaching, this is a narrative research developing through class observations, interviews through an interactive dialogue between the researcher and the participant and documents analysis such as photographs, educational material, diaries and field notes. This research is carried out with the teacher in charge of the rural school El Granadillo in Sesquilé, Cundinamarca. The story is analyzed and constructed from the pedagogical reflection of the teacher's life history, resulting in an investigative report that provides identity to the rural educational process of Colombia. This research is conducted within the framework of the Bachelor of Foreign Language English and enrolled in Research Field: The use of the English Language and its Contexts within the Research Subproject: The Voices of the LLEI realities: Life stories and experiences of Santo Tomas University open and at a distance.

**Key words:** Narrative inquiry, Life stories and experiences, rural education; multigrade classroom

## 1. CONTEXTUALIZATION

This research shows "The story and experiences of teacher Maria for a 20-year old period in rural multigrade school" El Granadillo " using the narrative method, this proposal is based on the pedagogical experience of a selected participant, where her practice and reality of the context is the main protagonist of this research through the reflection and interpretation of her professional and personal career, combined the life history of the participant and the views of the researcher giving rise to a collaborative narrative (Clandinin and Connelly , 2004) in order to rethink and reflect in the rural education in Colombia.

The teacher's history and experiences of teaching are relevant, as she has been an active participant in rural communities for her constant initiative to implement new activities in a comprehensive way. The history and experiences of the teaching teacher are so relevant, since she has been an active participant in rural communities for her constant initiative to implement new activities in a comprehensive way, despite the undeniable challenging circumstances that exist in rural schools, teachers are able to develop creative practices where they make the most of their localized experience and available resources Cruz. (2018), and I consider it important to characterize these rural contexts in Colombia, so that as teachers in training we value and recognize teaching work from a different context than the one we are immersed in and how the multiple socio-cultural factors make language teaching in rural areas a complex process in which teachers have to mediate between local particularities and global demands. Bonilla y Cruz. (2014).

The research describes the experience of a rural teacher who has struggled with different challenges, difficulties and changes of what it implies to be a teacher in a rural area. It is also

important to mention that this teacher has just worked in the same context, region and town for about twenty years.

This study is carried out within the framework of the Bachelor of English Foreign Language within the Macroproject: Understanding and characterizing EFL in LLEI: experiences and phenomena in the pre service teachers' educational context, in the research field “The study of the English language and its contexts, and in the Research Subproject: “Giving voice to the LLEI realities: life stories and experiences”.

The work described below is framed under an investigation based on narrative inquiry, field notes observation, communication and interaction based on the life story of a rural teacher. The study allows us to understand how teaching should be also analyzed from the perspective and the voice of those who have been active participants of the reality in Colombia, especially in the rural area. The way, English teachers in Colombia have overcome by themselves policies limitations, minimum development strategies for schools and institutions implemented by the governments in rural areas and besides, the story of English teaching for twenty years in Granadillo, Sesquile-Cundinamarca. The arguments aforementioned constitute the contribution for both the macroproject and subproject of the B.A TEFL program.

## 2. RESEARCH STATEMENT

As it is a narrative inquiry project, the main participant of the study is a teacher, whose knowledge, experience makes it possible to understand what other educators and language teachers have faced in Colombia from rural areas. Light and voices to a series of anecdotes, memories, experiences, and lessons learned in a rural multigrade school, place from where knowledge has been built, leading us to the essence of education. Sánchez. (2019).

This teacher has recreated the meaning of why English as a foreign language, what function the language acquires in that rural area and how she has given it meaning to teach it in a multigrade school. This research is precisely based on a questioning, a curiosity, a desire to seek a new understanding to a seemingly context everyday but unknown to many, through immersion and approach to reach the relevant reflection and conclusion based on a teacher's life.

Research based on curiosity generates a transformation in teaching, it seeks to reach the context and social reality according to González, Zerpa, Gutierrez and Pirela. (2007). This research is important for me as a teacher in training because it allows me to have a critical capacity towards research and it leads me to transform and improve my teaching practice. It is a commitment to society to generate knowledge in the face of educational learning processes: Education, without anchoring my own beliefs, but from the stories of experiences of authors immersed in different educational contexts.

By nature, human beings are storytellers, and narrative research is precisely that, giving life to a story that arises from a means of expression to tell a fact with specific characteristics., according to Mateos and Núñez. (2011). This study generates a contribution to the Macroproject "Understanding and characterizing EFL in LLEI: experiences and phenomena in the educational

context of pre-service teachers” because the story of a teacher deserves to be told to be known by others since she has given English a sense to her life and to her students through twenty years of experience from her own motivation and love for the teaching work.

As pre-service teachers, it is an immense opportunity to be able to investigate and reflect on the teaching of English in different contexts, through the voice of reality expressed by the participants and authors involved in the study, education. Contributions to the macroproject will be evidenced through the teacher’s voice and reflections, the same as my own interpretation. The main question arises from the statement aforementioned:

- **RESEARCH QUESTION**

What are the experiences and living story around EFL Learning and Teaching of Maria, a 20-year old teacher in the rural multigrade school “El Granadillo”?

- **Sub-question**

How does teacher Maria’s narrative expose sociocultural factors regarding the educational context at Multigrade School El Granadillo?

- **OBJECTIVES**

- To describe the experiences and living story around EFL Learning and Teaching of Maria, a 20-year old teacher in the multigrade classroom “El Granadillo.
- To interpret how teacher Maria’s narrative exposes sociocultural factors making part of the Multigrade Rural School El Granadillo.

### 3. THEORETICAL FRAMEWORK

This research aims to narrate the educational and personal experience of a teacher from a rural school who has been there for a period of more than 20 continuous years, as a contribution to education based on the knowledge and practices of an educator who has full of countless experiences that, when told, provide very valuable information to rural education in our country, which deserves to be recognized.

This narrative also makes an important contribution to the teaching of the foreign language English in our rural schools, since a contribution of important instruments is made through the biographical study and narrated life history of a teacher who decided to include the teaching of the language in a Colombian rural context amidst its limitations and specific sociocultural factors.

#### 3.1. Narrative inquiry

Barkhuizen, Benson and Chik (2014), mention the two modes of thought that narrative research has according to one of the founders of this type of research, Jerome Bruner; one focused on the arguments and the other on the stories, the arguments convince about a truth and the stories convince about a reality and it is to this last thought that this research focuses on understanding a phenomenon related to rural education, a human experience that becomes significant.

From the psychological part, Barkhuizen, Benson and Chik, (2014) consider the writing of Lieblich et al. (1998, p. 7), where the narrative is presented as the internal worlds of human beings, which are the stories related by a participant about her own experience, from sociology

narrative is presented as the investigation of social phenomena, and in the Educational field as a source of research.

Narrative research enables researchers to understand the participants' internal mental worlds within the social and educational field to "understand the ways in which people situate themselves and their activities in the world." (Barkhuizen, Benson and Chik., 2014, p. 17). This type of inquiry involves stories that are used as data, but stories that are not subjective but objective. This research aims to be a resource for a deeper understanding of second language teaching and learning according to the experience and identity of teachers. The narratives according to Barkhuizen, Benson and Chik, (2014). we can call them as a spoken or written text told by a person in a given space and time with a specific purpose.

### **3.2. Biographical studies and Life histories**

A, the biographical studies are a research proposal according Barkhuizen, Benson and Chik ( 2014) here the researcher obtains data from the participant to write them in a narrative way through a more extensive and objective analysis and to broaden the knowledge of what happens in educational institutions, rural in this case, through the narrations of the participants, its foundation is to analyze and tell stories narrated by the participants.

Narrative research also has an appropriate specific focus to investigate how to locate language teachers in specific social, historical and cultural contexts, where the primary context is seen as the lives of teachers. In narrative research, researchers adopt the life story approach with the aim of capturing long-term language learning experiences, these experiences are obtained through interviews that invite participants to tell their stories in their own words. Naturally,

without pressing them towards the interest of the researcher's objectives, here the primary objective is to build knowledge in educational and social research.

### 3.3. Rural Context

Pérez and Gardey. (2017) define which school comes from the Latin word “schola”, in is derived from the Greek scholé, referring to an institution where students are instructed, and for their part "Rural", they define it as an adjective that refers to the countryside, the opposite of urban.

A rural school is an educational establishment that is far from the cities, where the students who attend there usually live in small remote neighborhoods and towns where agricultural activities are developed, for the specific context where this research is developed is a sector where its main agricultural activity are the potato crops and livestock.

In a broad sense Pérez and Gardey, (2017) mention that rural school allows access to schooling for the children of the peasants, favoring social integration and providing opportunities for progress to those who reside in these remote regions, without needing to leave their homes and the agricultural activities necessary for human survival.

Pérez and Gardey. (2017) in their definition of rural school mention something actual important and close to the reality of Colombia, and they are the difficulties faced by rural schools to meet their pedagogical objective, due to infrastructure problems, lack of teachers and the

absence of students due to climatic issues or family work, thus creating a curriculum that adapts to these conditions so different from urban contexts.

- **Rural development**

Perfetti. (2013), in his publication on rural development, mentions that its concept is closely linked to the development of agricultural activities because the development of rural areas has traditionally depended on the luck of this sector.

In other words, rural development depends on the success of the agricultural sector and that so this success is maintained throughout the days we will always need people that lead the agricultural activities, so the progress of rural schools is very necessary in order that farmers do not they must leave their homes in search of their children's education, rather education must be relevant to achieve the sustainability of the countryside, these activities not only benefit the farmers but also the people of urban areas who consume their essential final product to their nutrition.

It's good to remember here the three basic needs that successful rural development makes possible for a sustainable future of our species that Vilches, A., Gil Pérez, D., Toscano, J.C. and Macías, O. (2014) mention:

- Improve the training and well-being of the billions of people living in this sector, eradicating extreme poverty and avoiding their migration towards the marginalization of mega cities.

- Achieve sustainable agricultural production to ensure that all human beings have access to the food they need and

- Protect and conserve the capacity of the natural resource base to continue providing production, environmental and cultural services.

Taking into consideration these basic needs that rural development covers, it supports the interest of this research in highlighting the need for progress and quality of the rural school which is under its responsibility that adequate rural development is generated for the benefit of all.

- **Rural Education in Colombia**

Carrero and González. (2016) point out that the terms indigenous and peasant have been seen as synonyms for inferiority, marginality and poverty and it is no less culturally because in Colombia these concepts have also been adopted in some way for our rural areas and their inhabitants, and as the authors mention, citizens are not only those who live in the city, but the countryside is an essential part of the development of cities. This is reflected in the great imbalance that has existed between urban and rural and education is no exception.

Carrero and González. (2016) describe the school in the rural environment as a poor, damaged establishment, with little endowment and little functional furniture, conditions that make them seen as uninteresting, even making the State forget the rural environment. However, these characteristics of the rural school and all its difficulties are almost always highlighted, but

rarely does the teaching work that in some cases through creativity and love for teaching these problems are turned into opportunities to give a quality education to the students who attend there, and it is one of the main objectives of this project, to give voice to these enriching experiences for rural education.

According with the Education Law 115/1994 in the article 1, the education is a process of permanent, personal, cultural and social formation that is based on an integral conception of the human person, of his dignity, of their rights and their duties and then it mentions in the fourth chapter of the Law, peasant and rural education that: The National Government and territorial entities shall promote a rural education service which will include especially the technical training in agricultural, livestock, fishing, forestry and agro-industrial activities that contribute to improve the human, working and quality of life conditions of the peasants and to increase food production in the country. (Law 115 of 1994, art. 64)

The Ministry of National Education implemented the Rural Education Project, which in its Phase II aims to:

“Increase quality access to education in the rural sector from preschool to high school, promote the retention of children and youth in the education system and improve the relevance of education for rural communities and their school populations in order to raise the quality of life of the rural population.” Ministerio de Educación Nacional. (2013)

The aspiration of the quality of rural education sometimes seems only the task of a few, because the reality is that there is a lack of support from government in many rural areas, the

awareness and willingness of teacher training for rural education in our country to adopt some changes, education in Colombian rurality is still a challenge.

Carrero and González. (2016) mention something very valuable and it is that in the rural area there are teachers who, although their training was not framed within rural education, have strived to work for the benefit of rural populations, have studied and transformed their work to the context, making the school a more active, more open, democratic and participatory school, and in this research will give voice and light to one of these ingenious teachers who seek to face the contradictions of rural education. As in the Ciudad Bolívar, Santa Barbara where there is only one teacher who attends all elementary grades ranging from zero to fifth grade and his tools are a computer room, a parent's school, school garden and school project.

The teacher's name in charge is Luz Marina, she has a degree in Preschool Education and has been in this school for ten years. Currently Santa Barbara school has 22 children, of which five are in the zero grade; three the first grade; five the second grade; three the third grade; one the fourth grade; and three the fifth grade. Although this school is the farthest, the teacher shows great enthusiasm for the work she does there, since she believes that being part of the upbringing of children in rural areas is important; It also mentions that the accompaniment of the parents in the development of activities has generated spaces of approach and collective work for the advancement and progress of the students.

Martínez, Pertuz and Ramírez. (2018) allude to rurality in Colombia mentioning that the country has a historical debt to this sector, due to the permanent lack of opportunities, promotion

of agriculture and food security, special education plans that contribute to rural development, and that have led young people in our rural sector to devote themselves to informal jobs, little permanence in the education system, even their absence reaching a significant percentage of illiteracy.

Anthony-Stevens, Gehlken, Jones, Day and Gussenhoven. (2017), relate rural spaces with human and multicultural diversity composed of socio-cultural, political, historical and economic movements of society, within which schools are part. In teacher training, although there is little documentation on this, it seeks to conceptualize education to highlight the multiplicity and mixture of human consciousness in places where injustice and inequity continue to prevail.

Both in the United States and in Colombia for the most part, rural education is highly related to poverty, inequity, abandonment, and lack of resources. In teacher training there is no specific preparation for rural and multicultural contexts, so it can be said that the challenge of teacher preparation is its preparation to face the complexity of rural contexts as spaces for change in the midst of their diversity. A pedagogy where teachers understand the context of school-family-community relationships is required to achieve the comprehensive success of students and counteract educational inequalities.

According to the results of the study carried out by Anthony-Stevens, Gehlken, Jones, Day and Gussenhoven (2017) in the United States, some of the participants during data collection recognized the importance of preparing for different contexts of diversity and multiculturalism and that, if Well, they participate in courses focused on this preparation, they really do not have the awareness of effectively addressing all the variables of sociocultural

interaction; It is learned superficially in the construction of lessons and curricular plans, on the other hand some study participants do not even recognize the variation of rural contexts and the complexity of human behavior within a diverse society, demonstrating the predominance of teaching as a technical activity denying the existence of diversity and trend of inequality.

### **3.4.Sociocultural factors around English Teaching and Learning in multigrade schools**

Sociocultural aspects are a "set of rules, traditions, conventions, categories, designations and titles that affect an objective hierarchy and that produce and authorize certain discourses and activities" (Bonilla and Cruz.,2014, p. 120) that give rise to the behavior of groups of people included within a society becoming a cultural heritage.

The elements that make up the sociocultural aspect also affect or determine the professional development of English foreign language teachers in rural areas, a society where certain sociocultural aspects such as economic situation, political and religious issues, social needs, social relations, behaviors, customs, traditions and family and community coexistence that may end up facilitating or limiting the motivation for learning and teaching the foreign language.

In rural areas, learning a language does not represent an educational priority, but it is for some teachers committed to bilingualism in the country and globalization an important aspect for the education and future of children and teenagers , then it becomes a fight against the reality of the context where only agriculture and physical work are important, and really each perception is valid, because it is based on the cultural heritage in which each one is found.

In Colombia, the government has committed English teachers in a certain way so that the country is bilingual, and in a certain way this has relapsed in a feeling of responsibility for

teachers, but this goal is irrelevant in a rural context, and it is a limiting for teachers in these areas where their professional development does not advance in the same way as in an urban context, due to the lack of formal academic activities, training, workshops, resources and materials, making all of this a complex obstacle for them.

## 4. RESEARCH DESIGN

Narrative inquiry is a research design that seeks to collect data through oral, written and multimodal data that mainly account on the voices of participants, their life-stories and histories, the same as their living experiences. The design is aligned with the subproject ‘voices of the LLEI’ that belongs to the Bachelor in Teaching English as a Foreign Languages. Narrative research is a form of qualitative research, which maintains its objectives open, since these can be modified during data collection and analysis, so the sooner researcher starts the data analysis the better to adjust the purposes of the research.

### 4.1. Data collection instruments

Narrative data is called when it is told in the form of a story, and “non-narrative” is that which is not yet in the form of a story as the results of data from different collection tools. The findings are the product of the researchers, who do not have to be replicable because they are the product of unique interpretations of systematically reviewed unique data, Barkhuizen, Benson and Chik. (2014). Narrative inquiry should be characterized by their rigor, reliability, quality and ethics from its initial phase to research results.

Regarding the approach of narrative inquiry and the aims of this study, the chart below synthesizes the type of data and instruments applied for carrying out the field work.

Chart 1. Data Collection Instruments

Type of narrative	Type of instrument	Data collection purpose
<ol style="list-style-type: none"> <li>1. Biographical document</li> <li>2. Biographical description written by the participant, see <a href="#">appendix A</a>.</li> </ol>	<ul style="list-style-type: none"> <li>• Initial questionnaire about the participant and her teaching information.</li> <li>• Biographical document</li> </ul>	<p>It aims to gather initial data about the participant and the school where she works.</p> <p>It aims to gather a description regarding life story events and experiences around EFL teaching and learning.</p>
<ol style="list-style-type: none"> <li>3. Oral Narrative, see <a href="#">appendix B</a></li> </ol>	<ul style="list-style-type: none"> <li>• Semi-structured Interview</li> </ul>	<p>The objective is to collect the aspects that have influenced the teacher's English teaching practices regarding the fact of living and working in a rural area, practices and policies that influence the multigrade context and how she has guided her teaching, interaction, evaluation and other educational aspects in this school.</p>
<ol style="list-style-type: none"> <li>4. Written Narrative, see <a href="#">appendix C</a></li> </ol>	<ul style="list-style-type: none"> <li>• Narrative frame</li> </ul>	<p>The purpose is to elicit data related to her experience as a teacher of English, feelings about her students, the school, the community and educational policy.</p>

Source: Adapted from Barkhuizen, Benson and Chik, 2014.

- **Interviews**

Based on Barkhuizen, Benson and Chick. (2014), interviews are life stories according to specific events, within narrative research, they have life stories to capture long-term language learning experiences, researchers can apply oral interviews that can be whether structured, semi-structured or open. In structured interviews there is an oral questionnaire where the researcher strictly follows the sequence of questions that were previously established, in the semi-structured

interview, which is one of the formats most used by researchers, a series of questions is used as a guide, but it is a sequence that allows for some flexibility, and in the open interview the researcher does not preset a series of questions but rather they come out in an improvised way, however the latter are not adopted very frequently in narrative research.

Other sources of data collection are diaries and written narratives; also, multimodal narratives which consist of visual elicitation on which data is collected through photographs or drawings, it is a digital narrative that complements the research, on the other hand there is also the narration of experiences through multimedia references and discussion groups, Barkhuizen, Benson and Chick. (2014).

- **Biographical documents**

Huchim and Chávez. (2013) mentions bibliographic documents as tools that allow analyzing the personal, professional and social world through the stories that the subjects give. There are different tools such as questionnaires, autobiographies, conversations and biographical interviews, these alternatives allow obtaining information on the organizational and training practices of teachers, they allow to increase knowledge about the real facts of education from the narrative point of view of the teachers studied where they show the most relevant dimensions of their experience, feelings, purposes, desires and anecdotes in order to make a contribution to the educational experience. Connelly and Clandinin. (2004) refer to the human being as storytelling organisms, who individually and also socially live related lives.

- **Narrative frames**

Barkhuizen and Wette. (2008), catalog the lived stories as the core of the narrative inquiries, these being those that allow the researcher to collect human experiences as they are lived by the

participant, for their respective analysis and reflection that gives meaning and understanding within the teaching practice.

The narrative frames have the function of support and guide in terms of the structure and content of the narrative form, to achieve the objectives of the investigation. Writing can be tedious for the participants and generate anxiety about not knowing how to recount their own experience in a reflective way, and it is the narrative frameworks that allow the participants to write through a structure designed according to the nature of the research and the Investigators obtain relevant and objective information.

The narrative frames have limitations, within which the participant does not have enough space for their answers, which in some cases could be extensive, or feel that the pre-established structure does not align with their way of writing, however within of narrative frames there is flexibility so that participants can write additional ideas, without necessarily being related within a frame box. Another outstanding limitation of the frames is that these structures do not allow, on many occasions, to reach the personal essence of the participant within the sociocultural and sociohistorical aspects.

The narrative frames allow the collection of connected and reflected events against the teaching experience that is intended to be understood through feedback and reflection.

## **4.2. Participant**

According to Barkhuizen, Benson and Chik. (2014), the participants in a narrative investigation are the central characters, since the study focuses on them, it is their experiences

that are presented through reports by the researchers who are the protagonists in the search for understanding, the act of narration represented to the particular audience that the researcher focused on, in order to fulfill the objective of the narrative research report that should be of benefit to local teaching.

The main character of this study is María, that is her pseudonym given to her in the research project. She is a twenty-year-old teacher at the Multigrade School. She arrived in the town of Sésquile, since she graduated as a teacher from Escuela Normal Superior. Even though her major is not English, through the time she was assigned to teach the foreign language.

In order to do this study, she was asked to provide me an informed [consent](#) to collect her data related to her experiences and living story as a teacher in this rural educational institution. She agreed on data collection about her biography, EFL teaching and living experiences, as well as reflections upon her experience in contrast with the educational context.

### **4.3. Trustworthiness**

Barkhuizen, Benson and Chik. (2014) describe trustworthiness within narrative research as the quality, validity, and reliability that exists between the research results and the reality it is intended to represent. The narrative imposes a structure and meaning on the collected experiences, which must be consciously interpreted and analyzed based on the actual events, avoiding that the narrator's intentions and meanings are distorted.

Pratt, Kaplan and Whittington. (2019), define trustworthiness as the honesty and methodological transparency with which the research is carried out and the reasonableness of its conclusions to make possible the objective accumulation of replicable and cumulative knowledge. In order to keep the study quality, the criteria below were considered:

- The research proposal components respond to the subproject of Narrative inquiry of the B.A in TEFL, which defines a protocol and guidelines to carry out the study.
  - The process of data collection implied the design and evaluation of instruments regarding the research tutor's concept and the revision of literature to guide such definition.
  - Both the process of data collection and analysis were contrasted with the theoretical basis published by authors and researchers related to the study.
  - The participant's oral and written narrative were gathered by using Spanish since the teacher expressed feeling more confident as making part of the study.
- Transcriptions were done in Spanish to keep the transparency of the narrative.

## 5. DATA ANALYSIS

Barkhuizen, Benson and Chik, (2014) mentions that narrative research is qualitative research having as key terms the following:

- **Iterative:** Here there are constant advances and setbacks between the data collection and its interpretation, reaching a saturation point, where continuing with the collection of more data and analysis will no longer generate more knowledge, at this point it is necessary to give the work as finished.
- **Emergent:** The study remains open and fluid for new details, or openings, leading to discovery of research after in-depth data analysis leading to new questions and answers during analysis.
- **Interpretive:** The result of the investigation is the product of the subjective and interpretative analysis of the information by the researcher.

Narrative data is the data collected that is in the form of a story, memoirs or complete narratives; non-narrative data is data that was collected through interviews, questionnaires, newspapers, magazines. The analysis of these collected data can start at any point in the investigation, but an early start of the interpretation favors the improvement of the strategies used for this purpose, making the analysis more relevant, systematic and rigorous. The researcher must decide the way in which he will decide to carry out the analysis, for this research the thematic analysis is used, which refers to a detailed analysis, which involves repeated reading of the data, coding and categorization of the data extracts to refine topics and theoretical relations.

- **Data analysis through Thematic Analysis**

The interpretation of the narrative was carried out by selecting the findings taking into account the excerpts obtained through the process of data collection. The analysis of data implied to establish a relationship with the three main themes that respond to the categorization within the approach of thematic analysis, whose objective is to give meaning to the information collected. The main themes that were defined to frame the analysis of the study were: (a) Living story around learning and teaching EFL, (b) Multigrade classroom at “Escuela El Granadillo” and (c) Sociocultural factors underpinning a Multigrade Rural School, where new perspectives emerged that attributed to deepen the information, yielding sub-themes connected with and in relation to the topics.

From the interpretation of information the sub-themes above mentioned allowed me to go in depth with the participant’s narrative throughout the instruments that were: the semi-structured interview, (oral narrative) conducted via zoom, an initial questionnaire about the participant and her teaching information, a biographical description written by the participant and a narrative framework. Based on the approach stated above as defined by Barkhuizen, Benson and Chik, (2014), categorized in the following the framework below:

Chart 2. Categorize based on themes and emerging sub-themes

Theme	Evidences	Emerging sub-theme
<p>1. Living story around EFL Learning and Teaching</p>	<p><i>Conté con excelentes docentes que contribuyeron en mi formación personal y profesional,</i></p> <p><i>Allí me formé como docente con grandes valores y principios y viví momentos inolvidables, me gradué con el título de bachiller pedagógico, (Teacher's biography)</i></p> <p><i>No había transporte de servicio público y por lo tanto me desplazaba desde mi lugar de residencia hasta la escuela a pie, lo que significaba caminar hora y media en la mañana y hora y media en la tarde por trochas que se inundaban en época de invierno, luego viaje otros años a caballo pues la vereda no contaba con buenas vías de acceso. (Teacher's biography)</i></p> <p><i>...Ví la necesidad de actualizarme, prepararme y obtener mayores conocimientos en el ámbito educativo (Teacher's biography)</i></p> <p><i>En cuanto a inglés no he realizado ningún curso, se desarrollan los contenidos con ayuda del internet y se trabaja solo vocabulario sencillo. (Teacher's biography)</i></p> <p><i>Mi experiencia en esta escuela durante tantos años ha sido, una riqueza de saberes y de aprendizajes</i></p>	<p>-Significant experiences provided by teachers influenced her desire to become a teacher.</p> <p>-Pedagogy as an essential component after ending secondary school.</p> <p>-Poor access roads and lack of access to schools situated in rural areas</p> <p>-Social and educational commitment towards the teacher's community strengthening.</p> <p>-Lack of training to teach the English language</p>

	<p><i>diarios, en donde los protagonistas han sido todos los miembros de la comunidad educativa. (Teacher's biography)</i></p> <p><i>Mi satisfacción más grande como docente no es formar estudiantes en un cúmulo de conocimientos, sino formar buenas personas. (Teacher's biography)</i></p> <p><i>Se encuentra dificultad, porque los chicos se confunden mucho entre la pronunciación y la escritura, a algunos no les gusta mucho esta asignatura, pero es como cualquier asignatura, el que siente gusto pues dice uy que chévere, y otros dicen no, ¡inglés no (Teacher's interview)</i></p>	<p>-Participation of all members of the community in education process</p> <p>-Feelings and actions to shape integral persons.</p> <p>-English turns out complex for rural school students</p>
<p>2. Multigrade classroom at “El Granadillo School”</p>	<p>The teacher describes how she contributes with technology to implement the teaching of English in the multigrade classroom, (<i>Oral interaction with the participant</i>).</p> <p><i>He diseñado varias estrategias pedagógicas, con las cuales he pretendido no solo solucionar un problema académico, sino de convivencia, interacción y de aprendizaje, como son el diseño y</i></p>	<p>-Lack of resources and technology challenge teachers in multigrade classrooms.</p> <p>-Pedagogical strategies for the improving education</p>

	<p><i>elaboración de estrategias didácticas (Teacher's biography)</i></p> <p><i>Una estrategia fundamental, desarrollada en la escuela, son los planes de mejoramiento, cuando el conocimiento no ha sido captado y quedan vacíos en la comprensión y asimilación de los contenidos. (Teacher's biography)</i></p> <p><i>Son muy susceptibles a la burla de los demás cuando pronuncian palabras en este idioma. (Teacher's narrative frame)</i></p>	<p>-Strengthening the students' learning weaknesses and difficulties about ELT</p>
<p>3. Sociocultural factors underpinning of a Multigrade Rural School</p>	<p><i>...Se desarrollan proyectos para mejorar las prácticas agrícolas, evitando el uso de tanto químico para volver a la agricultura orgánica, cuidado y conservación del agua, manejo de basuras, siembra de la huerta escolar, se realizan charlas de persuasión para disminuir el consumo de bebidas alcohólicas. (Teacher's biography)</i></p> <p><i>...Lo no gratificante es la falta de academia de los estudiantes, hay unos que no, igual por lo mismo, por</i></p>	<p>-Main rural economic activities make part of pedagogical practices in rural schools</p> <p>-Lack of awareness about the importance of educating learners regarding environmental necessities.</p>

	<p><i>la misma familia, el mismo entorno familiar donde ellos están, entonces se ha visto que el estudio para ellos no es importante. (Teacher's interview)</i></p> <p><i>...estos niños del sector rural son niños que son nobles, educaditos, son bien formados, ellos nunca te faltan al respeto, entonces eso es una diferencia grandísima, que los del casco urbano tiene más acceso al internet, a estar más conectados con el mundo, pero el sentido de la educación y la forma de ser de estos chicos marca la diferencia. (Teacher's interview)</i></p> <p><i>...que sepa algunos han llegado hasta la secundaria y han hecho algunos cursos, pero así profesionalmente no. (Teacher's interview)</i></p> <p><i>...pero que se evidencie que ellos están captando el conocimiento, no, porque en otra parte que pueden hacer clases virtuales, evaluar, pero para nuestro caso no, no se puede, no se evidencia que ese conocimiento esté quedando en los estudiantes. (Teacher's interview)</i></p> <p><i>...Otro aspecto es el bajo nivel académico alcanzado por los padres de familia, en su gran mayoría solo cuentan con la primaria, un solo núcleo familiar ha terminado el bachillerato. (Teacher's biography)</i></p> <p><i>...Creen que el inglés es un idioma muy difícil de aprender muchas</i></p>	<p>-Children's behavior is differentiated in rural schools</p> <p>-For over more than 20 years of teaching, few students have continued high school or university studies.</p> <p>-Actual possibilities of technology during the pandemic time.</p> <p>-Culturally, parents and learners still have a short vision of</p>
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	<p><i>veces porque los padres de familia les han vendido esa idea que lo único que genera es un retroceso en el aprendizaje de los menores. (Teacher's narrative frame)</i></p> <p><i>...No conocen y no se comunican con otras culturas, pero si demostramos a nuestros estudiantes lo que podemos lograr al conocer otras culturas, con el paso del tiempo querrán aprender y conocer más, generando así que les cause curiosidad y quieran aprender el idioma de una forma más completa. (Teacher's narrative frame)</i></p> <p><i>...llegan al colegio y pues no ya ahí en el colegio empiezan no! se retiran en el segundo periodo, ya no vuelven, entonces eso si es desmotivante. (Teacher's interview)</i></p>	<p>academic development and EFL Teaching and Learning</p> <p>-Rural students do not know further cultural manifestations in relation to foreign languages and contexts</p> <p>-Many of the rural School Students' dropout secondary education</p>
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### 5.1.Living Story around EFL Learning and Teaching

The Narrative according to Barkhuizen, Benson & Chik (2014) aims to give voice to the internal world of a human being to understand how people place themselves in a social or educational field and thus understand a phenomenon, in this case related to the learning-teaching of the English in a rural context. The experience and living story of the participant around the learning and teaching of English in the rural area of Granadillo in Sesquile highlights some

characteristics that allow to broaden the knowledge of what happens in these educational contexts.

The participating teacher has remained in this educational institution for more than 25 years, her professional career has been carried out exclusively in this place, and in the midst of her commitment to the community. After eleven years as a teacher there, she achieved the Bachelor's degree and continued to train with different courses that generate updating and pedagogical strengthening; however, these have been studies that she herself has considered doing and paying for herself, but she has not received any support from the Colombian government institutions (neither from Men, nor Secretaría de educación departamental) to improve teaching practices such as the inclusion of English Language Teaching (ELT); mostly, none of the teachers in similar educational settings receive support or attention under the principle of equality. In this sense, the participant mentioned the lack of pedagogical training for teaching the English language and suggests *“fortalecer competencias de enseñanza digital, como el desarrollo de estrategias de co-teaching con voluntarios y/o docentes extranjeros que se da solo para aquellos que ejercen en bachillerato y ellos no socializan,”* (teacher's excerpt from narrative frame)

Pérez y Gardey (2017) in their definition of rural school mention the different difficulties that rural schools face to fulfill pedagogical objectives, during the oral interaction, the participant mentions one of these difficulties related to the difficult conditions of the access roads between houses and educational institutions: “me desplazaba desde mi lugar de residencia hasta la escuela a pie, lo que significaba caminar hora y media en la mañana y hora y media en la tarde por trochas que se inundaban en época de invierno” (teacher's voice).

Such participant's reflection on rurality represents a common characteristic present in most rural schools, where students and teachers must walk long distances and struggle to get to school, It is a mutual effort of all members of the community making possible the education of the most disadvantaged, and this is highlighted by the participant through the following statement: "Mi experiencia en esta escuela durante tantos años ha sido, una riqueza de saberes y de aprendizajes diarios, en donde los protagonistas han sido todos los miembros de la comunidad educativa" (teacher's voice).

The teaching of English as a foreign language in rural areas by teachers not prepared for this training is a condition that the participant has faced in her profession, but who is aware of and expresses her need for training: "Si hace falta que nosotros los docentes recibiéramos capacitación sobretodo para nosotros los viejitos, porque veo que los jóvenes si vienen ya mejor preparados, metodologías, porque veo que el inglés sí necesita una metodología especial de enseñanza,"(teacher's voice). From that, without having the preparation or the technological resources to look for a way with virtual aids, and nowadays from houses due to the pandemic time, even before, to bring and construct processes of teaching and learning constitute a challenge for every single teacher in the regional areas. The teacher's narrative expressed how she has to climb a mountain near her house to be able to design and adapt English materials and sources for her students and share it through her personal computer, these are efforts that are not limited even if they are carried out within a sociocultural context where teachers tackle continuous tensions to struggle with educational processes.

## Multigrade classroom at “El Granadillo School”

Torres (2016), mentions demands and emerging needs from the role of the rural teacher; the author emphasizes on needs for continuous training to create pedagogical spaces of quality and relevance, especially in a multigrade school that implies different or particular conditions and organization; therefore, an ELT setting like that one requires a treatment that it is also different regarding its administration, curriculum, pedagogy, students’ heterogeneity, management of time, infrastructure, evaluation. Through this research study, it was evidenced and established through the emerging sub-themes how the participant has not received enough Language skills and pedagogical formative training and not even any resources for more than 20 years. On the one hand, it evidenced the strengthen of the teacher, her devotion to be autonomous and construct her practices, but certainly, she is aware about her linguistic gaps, the confidence she requires to empower much more her work as she expressed it: “ *si hace falta que nosotros los docentes recibiéramos capacitación sobretodo para nosotros los viejitos, porque veo que los jóvenes si vienen ya mejor preparados, metodologías, porque veo que el inglés si necesita una metodología especial de enseñanza*” (teacher’s voice).

Furthermore, the rural school El Granadillo has thirteen students in a multigrade classroom divided into groups according to the school grade, according to Carrero y Gonzalez (2006). The authors associate the characteristics of Multigrade school with rurality and they highlight the lacks of such contexts and institutions, among which, poverty, deterioration, little endowment and little functional furniture, conditions that make them perceived as uninteresting, mostly caused because of the abandonment of the governments and lack of policy supervision and effectiveness. Having

mentioned that, this study identified that Granadillo rural school is not the exception of these difficulties; however, the participant of this study mentioned the need to encourage pedagogical strategies to strengthen the weaknesses of the rural school and the community that affect the students achieving educational goals “He diseñado varias estrategias pedagógicas, con las cuales he pretendido no solo solucionar un problema académico, sino de convivencia, interacción y de aprendizaje ” (teacher’s voice).

Faced with the English implemented in the multigrade school, the teacher affirmed that the students: “Son muy susceptibles a la burla de los demás cuando pronuncian palabras en este idioma” (teacher’s voice) and it is really a context where English does not make part of the everyday life. Learners are not used to listening to the language and they do not feel confident enough to understand and practice the language. The teacher motivates them to make their interaction more enjoyable as teacher María said: “*Nosotros no tenemos un plan de estudio, yo planteó que temas se van a ver, por ejemplo “numbers” o las partes de la casa, uno utiliza el internet, textos, busca diferentes actividades para llegar a las clases y motivarlos*” and “*procuro el desarrollo de distintas actividades que motiven al estudiante a su aprendizaje*” (teacher’s voice).

As it has been evident, there are hard episodes that make students feel embarrassed and sometimes the teacher, even discouraged due to the lack of English contact, learning support, pedagogical guiding and students compenetration with the foreign language. Differently, Torres (2016) also mentions positive arguments in relation to the human value about multigrade classrooms and that is that corresponds to the fact of diverse ages convergence, sociocultural

diversity among students, the ecosystem and context of families, communities, feelings of empathy among students, cooperation, responsibility, self-discipline, strengthening self-esteem, “learning to learn” and “learning to teach”, all of which are very important for lifelong learning and for life itself, as it is also expressed by the teacher: “ *estos niños del sector rural son niños que son nobles, educaditos, son bien formados, ellos nunca te faltan al respeto, entonces eso es una diferencia grandísima, que los del casco urbano tiene más acceso al internet, a estar más conectados con el mundo, pero el sentido de la educación y la forma de ser de estos chicos marca la diferencia.*” (Oral interaction with the participant).

### **Sociocultural factors underpinning of a Multigrade Rural School**

Sociocultural aspects determine the behavior of a group of people within the same society, becoming a cultural heritage, according to Bonilla and Cruz (2014), these economic, political, historical, cultural, social factors influence their life projects, desires, values , behaviors and others, and it is for this reason that in this rural area for many students and their families study is not important, and even less English, being a context where the language is not present in any sociocultural aspect, they only believe in how difficult it can be to speak the language, despite this 70% of the students like the English class, but culturally many years ago it has not been considered important, and it is the thought that has been conceived from generation to generation, making students also end up thinking that it is difficult and unnecessary to learn.

Due to these traditional conceptions, parents have low academic level and this is a limitation for the educational support of their children and the motivation to continue their

professional studies. In this sector where over more than 20 years of teaching by the participant few students have continued high school or university studies.

Socio-cultural factors must be taken into account for the curricular design, within these cross-cutting activities carried out at the El Granadillo school, there are activities of best practices of agriculture, environmental care, and water preservation (being an area where water is free and there is not enough awareness of its preservation), the non-realization of bonfires that can cause fires. And this is very important, because so it is not achieved that students continue their studies, that at least they manage to carry out agricultural tasks with better practices and techniques, and they can be people who seek the preservation of nature.

According to Rodriguez (2008), as distance education teachers we face multiple challenges of distance and time, but as an opportunity arises to be able to do research in the contexts from which each one is located and give voice to the experiences and living stories in relation to the teaching and learning of English, where improvements or transformations of the different educational contexts are possible through its understanding. Sandin (2003) considers that whoever investigates an educational and social phenomenon contributes to the transformation of practices and decision-making in social-productive settings.

## 6. CONCLUSIONS AND IMPLICATIONS

The history of the rural school and teacher in our country continues to be related to abandonment, infrastructure problems, exclusion, lack of teachers and resources for access to education, which means that there are still very deep gaps between rural and urban schools. Although it is common to hear these difficulties, the creativity and commitment of teachers who face these difficulties through vocation and love to try to provide a quality education to their students is rarely highlighted.

The experience of the participant as a teacher for a period of more than 20 continuous years in the rural school El Granadillo is evidenced by her relationship with pedagogy since she was studying her high school, in fact she attended her primary school in Sesquilé on a school near to the rural school Granadillo with a unique teacher, considering this experience as a very significant stage for her. After his training as a teacher in a normal school, her only experience for more than 20 years as a teacher has been in this school, at the beginning of her work there, she had to walk the distance from home to school walking long hours due to little development vial, after several years she received a bachelor's degree in basic education, as well as the development of several courses that have allowed her to face the needs of her community.

She is a teacher who has sought to carry out different pedagogical strategies that include the participation of all members of the community, this being a rather great challenge in a context where education is not a priority, professional studies have not taken importance, parents during all these years have made students think that the only priority is the continuation of

agricultural work, according to this the teaching of English has been an even greater challenge because in this rural context it takes on even less importance, due to its lack of contact with this language, the teacher teaches vocabulary and basic expressions of English there, with aids found on the Internet and the teacher's own technological tools.

In times of pandemic the situation has been even more difficult due to the impossibility of holding virtual classes, so this year it has basically depended on guides carried out with the accompaniment of their families without really showing their learning, among all the difficulties of this context the teacher expresses her frustration at the lack of continuation of study of her students, for reasons that have not been easy to solve such as the lack of motivation and interest, however and as she mentions she always tries to improve her educational practices so that her current students continue with the professional studies that contribute to their personal and community development.

This research where the participant was given a voice as a contribution to the Macroproject: Understanding and characterizing EFL in LLEI: experiences and phenomena in the pre service teachers' educational context, in the research field “The study of the English language and its contexts, and in the Research Subproject: “Giving voice to the LLEI realities: life stories and experiences” allows us to understand how teaching should also be analyzed from the perspective and voice of those who have been active participants in reality in Colombia, especially in rural areas , so that as teachers in training we can also visualize from this focus what are the challenges we must face and how from a life history we can learn or improve

teaching practice, as well as know how the learning-teaching process of English is lived in the rural contexts of Colombia.

This research contributed to my professional development to understand that as teachers we must be constantly updated, that the preparation does not end with undergraduate studies, in addition that at this stage it is not prepared for education in rural contexts or how to face the multiple difficulties that arise in a classroom, education is a space to constantly reinvent ourselves through the integration of all members of a community in the educational process and not only teachers and students, and the challenge is to contribute to the construction of the command of the English language in any context where we provide our teaching work.

I suggest future research focused on what are the main reasons for dropping out of school in rural contexts and what have been some of the strategies that teachers have carried out to avoid the non-continuation of studies in students, highlighting those that have been satisfactory so that they can be an example in other areas, on the other hand I would like to suggest knowing which rural educational institutions are highlighted by their teaching-learning process of English.

## APPENDIXES I: Data collection instruments

- [Appendix A](#). Biographical information

The participant was asked to write her biography by providing specific information related to:

- The place where she was born.
- Her English learning processes.
- Her arrival and life in Sesquilé.
- Her best experiences while teaching in Sesquilé.
- Her interests, her role in the community.

She was also asked to share some photographs that she considers significant in her life.

She was allowed to write her biography in Spanish.

- [Appendix B](#). Interview

The interview aims to gather the participant's narrative about significant experiences around English teaching and learning.

### 1. What aspects do influence your English Teaching practices regarding the fact that you live and work in a rural area, the same as your students?

*¿Qué sugeriría cambiar y ajustar en términos de enseñanza y aprendizaje de inglés, prácticas y políticas?*

- 2. Do you think that being a 20-year-old teacher has guided you to the construction of a particular form or way of teaching, interacting with your students, evaluating them, communicating with them? If so, could you provide me some examples?**

*¿Cree que ser un professor de 20 años le ha guiado a la construcción de una manera o forma particular de enseñar, interactuar con sus alumnos, evaluarlos, comunicarse con ellos? Si es así, ¿podría darme algunos ejemplos?*

- 3. How do you feel after 20 years of teaching practices? What is rewarding? What has it been hard?**

*¿Cómo se siente después de 20 años de prácticas docentes? ¿Qué es gratificante? ¿Qué ha sido difícil?*

- 4. How do your students assume rural education? Do they value it? Do they feel comfortable?**

*¿Cómo percibe a sus alumnos; ¿Considera que son diferentes dado que viven en un contexto rural? ¿Cuál es la respuesta y actitud de sus estudiantes? ¿La valoran? ¿Se sienten cómodos?*

- 5. How do students respond to English learning? What do they think about English? and What do you think and how do you feel about English Teaching and Learning?**

*¿Cómo responden los estudiantes al aprendizaje del inglés? ¿Qué piensan ellos del inglés? y ¿Usted qué piensas y cómo se siente acerca de la enseñanza y el aprendizaje del inglés?*

**6. Do you know what your students have done professionally after ending school?**

*¿Sabe lo que sus estudiantes han hecho profesionalmente después de terminar la escuela, el inglés ha sido significativo para ellos?*

**7. How have your practices changed after the Covid and the pandemic time? What changes and struggles have you faced?**

*¿Cómo han cambiado sus prácticas después del Covid y el tiempo de pandemia? ¿Qué ha sido positivo, que ha sido negativo?*

**Appendix C. Narrative frame**

Story and experiences of teacher Maria for a 20-year old period in rural multigrade school "El Granadillo

Yaneth Constanza Moncada Prieto  
Licenciatura en Lengua Extranjera Inglés

**Objective:** The objective of this research is to know the role of the foreign language English in this rural area and how you as a teacher in charge for more than 25 years at the Granadillo multigrade school have given it meaning. This research is based on a questioning, a curiosity, a desire to get a new understanding of an apparently everyday but unknown context for many, to arrive at a reflection and conclusion of information relevant to education in Colombia based on your experience and history.

El objetivo de esta investigación es conocer el papel que desempeña la lengua extranjera inglés en esta zona rural y cómo usted como docente encargada por más de 25 años en la escuela multigrado Granadillo le ha dado sentido. Esta investigación se basa en un cuestionamiento, una curiosidad, un deseo de buscar una nueva comprensión de un contexto aparentemente cotidiano pero desconocido para muchos, para llegar a una reflexión y conclusión de información relevante para la educación en Colombia basada en su experiencia e historia.

**I am a rural teacher and the aspects that influence my practices around teaching English in this area are:**

Soy docente rural y los aspectos que influyen en mis prácticas alrededor de la enseñanza del inglés en esta zona son:

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**The education and particularly the teaching and learning of English in this multigrade school has specific characteristics taking into account its rural location and the Sesquilé community, on which I consider that.**

La educación y particularmente la enseñanza y aprendizaje del inglés en esta escuela multigrado tiene unas características específicas teniendo en cuenta su ubicación rural y la comunidad de Sesquilé sobre lo cual considero que

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**As a teacher I consider that educational policy and English in contrast to my reality is**

Como docente considero que la política educativa y del inglés en contraste con mi realidad es o está

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**The problems, difficulties and limitations that I live most correspond to**

Los problemas, dificultades y limitaciones que más vivo corresponden a

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**My students express about education and teaching and learning English**

Mis estudiantes expresan respecto a la educación y la enseñanza y aprendizaje del inglés

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**If I had the opportunity to make contributions to education, English and multigrade school, I would propose**

Si tuviera la oportunidad de hacer aportes y contribuciones a la educación, el inglés y la escuela multigrado, propondría

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**We kindly request to share some activities or workshops with your students that reflect their practices, particularly with English.**

Amablemente, solicitamos compartir algunas actividades o talleres realizados con los estudiantes que reflejen sus prácticas, particularmente con el inglés.

## Appendix II. Biography

- **Biography**

Mi nombre es María Teresa Moncada Cortés, nací en la vereda Tierra Negra de Sesquilé Cundinamarca, y continuó habitando hoy día en el mismo lugar. Mi trayecto formativo empieza en mi vereda donde realicé la primaria, contando con una sola profesora, la cual me acompañó en todo mi proceso enseñanza hasta quinto grado. Durante la etapa de la primaria aprendí muchas cosas, fue una etapa muy significativa.

El bachillerato lo realicé interna en la normal Departamental María Auxiliadora de Villapinzón; fue una experiencia maravillosa, conté con excelentes docentes que contribuyeron en mi formación personal y profesional, al ser colegio religioso se trabaja mucho la disciplina y mantenía un alto nivel de exigencia, de lo cual me siento orgullosa ya que siempre me destaque por ser muy buena estudiante. Allí me formé como docente con grandes valores y principios y viví momentos inolvidables, me gradué con el título de bachiller pedagógico.

Una vez terminé mi bachillerato al siguiente año inicié la búsqueda de trabajo, a mediados de año el señor alcalde municipal me cita en su oficina y me comenta que la docente de la Escuela Rural El Granadillo se había trasladado que si me interesaba esa plaza, al no tener otra opción acepté el trabajo iniciando al tercer día después de haber hecho el recorrido a conocer el sector. Luego de tres años me presenté a concurso municipal e ingresé con nombramiento en propiedad por parte del departamento.

Los primeros años de trabajo fueron duros y de mucho sacrificio, no había transporte de servicio público y por tanto me desplazaba desde mi lugar de residencia hasta la escuela a pie, lo que significaba caminar hora y media en la mañana y hora y media en la tarde por trochas que se

inundaban en época de invierno, luego viaje otros años a caballo pues la vereda no contaba con buenas vías de acceso, después me pasé a vivir en la escuela y ya hace ocho años estoy viajando a Tierra Negra que es la vereda donde estoy radicada; ya que entre los avances que se han tenido se cuentan con vías en buen estado y con servicio de transporte público.

Después de seis años de trabajo, vi la necesidad de actualizarme, prepararme y obtener mayores conocimientos en el ámbito educativo para ello ingresé a la universidad a distancia a realizar la licenciatura la cual terminé y recibí el título de licenciada en educación básica primaria y promoción de la comunidad. Desde entonces he realizado varios cursos de actualización y los cuales me han servido para ascender en el escalafón.

Como docente, he diseñado varias estrategias pedagógicas, con las cuales he pretendido no solo solucionar un problema académico, sino de convivencia, interacción y de aprendizaje, como son el diseño y elaboración de estrategias didácticas. Una estrategia fundamental, desarrollada en la escuela, son los planes de mejoramiento, cuando el conocimiento no ha sido captado y quedan vacíos en la comprensión y asimilación de los contenidos. El plan de mejoramiento le permite a los estudiantes la superación de las dificultades que se les presenta en su proceso de aprendizaje de las diferentes asignaturas escolares, a través de la solución de situaciones problemáticas, de las cuales el estudiante logra identificar los obstáculos que se le presentaron en su proceso de enseñanza-aprendizaje, para así mejorar el desempeño obtenido en las diferentes asignaturas escolares.

Mi experiencia en esta escuela durante tantos años ha sido, una riqueza de saberes y de aprendizajes diarios, en donde los protagonistas han sido todos los miembros de la comunidad educativa. Como influencia en la comunidad se desarrollan proyectos para mejorar las prácticas agrícolas, evitando el uso de tanto químico para volver a la agricultura orgánica, cuidado y conservación del agua, manejo de basuras, siembra de la huerta escolar, se realizan charlas de persuasión para disminuir el consumo de bebidas alcohólicas.

En cuanto a inglés no he realizado ningún curso, se desarrollan los contenidos con ayuda del internet y se trabaja solo vocabulario sencillo. La asignatura de inglés tiene una intensidad horaria de dos horas semanales y se da cumplimiento con el desarrollo de distintas actividades que motiven al estudiante a su aprendizaje. Mi satisfacción más grande como docente no es formar estudiantes en un cúmulo de conocimientos, sino formar buenas personas.

- **Interview**
- **What aspects do influence your English Teaching practices regarding the fact that you live and work in a rural area, the same as your students?**

*¿Qué sugeriría cambiar y ajustar en términos de enseñanza y aprendizaje de inglés, prácticas y políticas?*

Pues igual, como nosotros solo manejamos el vocabulario, si hace falta que nosotros los docentes recibiéramos capacitación sobretodo para nosotros los viejitos, porque veo que los jóvenes si vienen ya mejor preparados, metodologías, porque veo que el inglés si necesita una metodología especial de enseñanza, plasmar un plan de estudio, porque por ejemplo nosotros no tenemos un plan de estudio, yo planteó que temas se van a ver, por ejemplo numbers o las partes de la casa, uno utiliza el internet, textos, busca diferentes actividades para llegar a las clases, motivarlos, charlar con ellos acerca de esos aspectos, y después empezar, bien sea con una canción, con imagenes, recortando letras, formando palabras, haciendo laberintos, entonces uno busca, las diferente estrategias para poderlas explicar, yo bajo los videos aquí en la casa y llevarlos, llevo mi computador y les muestro, si uno quiere que la clase salga bien le toca a uno mismo.

- **Do you think that being a 20-year-old teacher has guided you to the construction of a particular form or way of teaching, interacting with your students, evaluating them, communicating with them? If so, could you provide me some examples?**

*¿Cree que ser un profesor de 20 años le ha guiado a la construcción de una manera o forma particular de enseñar, interactuar con tus alumnos, evaluarlos, comunicarse con ellos? Si es así, ¿podría darme algunos ejemplos?*

*No, de ninguna manera, porque igual día a día hay que estarnos capacitando, innovando, porque si no sería estar como en una zona de confort, ¡ay! no llevo 20 años o tengo 20 años de experiencia así lo hago! ¡No! Hay que de todas maneras buscar las estrategias, porque los tiempos cambian, los chicos también, hay que estar innovando. Algo particular de mi enseñanza es mi responsabilidad con el desarrollo académico, mi preparación y el desarrollo que se hace con los estudiantes.*

- **How do you feel after 20 years of teaching practices? What is rewarding? What has it been hard?**

*¿Cómo se siente después de 20 años de prácticas docentes? ¿Qué es gratificante? ¿Qué ha sido difícil?*

Lo más gratificante es pues poder ver que lo que uno les ha dado les ha servido para la vida, que hay chicos que se han motivado, que han seguido, que se han preparado, y pues lo no gratificante

es la falta de academia de los estudiantes, hay unos que no, igual por lo mismo, por la misma familia, el mismo entorno familiar donde ellos están, entonces se ha visto que el estudio para ellos no es importante, entonces ver uno que, bueno terminan quinto, ver que tienen la facilidad de llegar al colegio, llegan al colegio y pues no ya ahí en el colegio empiezan no! se retiran en el segundo periodo, ya no vuelven, entonces eso si es desmotivante. Pero no me siento cansada, yo me siento bien, afortunadamente, porque yo sé que todo ha cambiado, pero va en uno, si se está innovando y va al ritmo de ellos, no se puede decir no puedo con esto, o estoy estresada, no.

- **How do your students assume rural education? Do they value it? Do they feel comfortable?**

*¿Cómo percibe a sus alumnos; ¿Considera que son diferentes dado que viven en un contexto rural? ¿Cuál es la respuesta y actitud de sus estudiantes? ¿La valoran? ¿Se sienten cómodos?*

Pues, según las experiencias que cuentan las compañeras que trabajan más hacia el lado del pueblo, incluso en el casco urbano, estos niños del sector rural son niños que son nobles, educaditos, son bien formados, ellos nunca te faltan al respeto, entonces eso es una diferencia grandísima, que los del casco urbano tiene más acceso al internet, a estar más conectados con el mundo, pero el sentido de la educación y la forma de ser de estos chicos marca la diferencia.

- **How do students respond to English learning? What do they think about English? and What do you think and how do you feel about English Teaching and Learning?**

*¿Cómo responden los estudiantes al aprendizaje del inglés? ¿Qué piensan ellos del inglés? y ¿Usted qué piensa y cómo se siente acerca de la enseñanza y el aprendizaje del inglés?*

Pues el proceso bien, uno trata, solo lo básico, se está manejando un vocabulario mínimo, lo que pasa es que, si se encuentra dificultad, porque los chicos se confunden mucho entre la pronunciación y la escritura, algunos no les gusta mucho esta asignatura, pero es como cualquier asignatura, el que siente gusto pues dice uy que chévere, y otros dicen no, ¡inglés no! De los trece estudiantes, nueve se ven animados con la clase de inglés, de esos 9, 5 aún más, 4 menos, a los otros no les gusta para nada el inglés.

- **Do you know what your students have done professionally after ending school?**

*¿Sabe lo que sus estudiantes han hecho profesionalmente después de terminar la escuela, el inglés ha sido significativo para ellos?*

*Pues, así que sepa que han hecho y que han pasado por mis manos, ustedes dos (Yaneth y William Moncada), Mireya Muete, quien es licenciada en preescolar, los demás, que sepa algunos han llegado hasta la secundaria y han hecho algunos cursos, pero así profesionalmente no.*

- **How have your practices changed after the Covid and the pandemic time? What changes and struggles have you faced?**

*¿Cómo han cambiado sus prácticas después del Covid y el tiempo de pandemia? ¿Qué ha sido positivo, que ha sido negativo?*

Uy en este transcurso de tiempo ha cambiado completamente, porque allá no hay forma de hacer una clase virtual, ni nada, entonces se hacen talleres físicos para los estudiantes, se les da un tiempo para que los desarrollen, si tiene alguna duda pues se deben comunicar con la profe, en mi caso vía WhatsApp, porque donde vivo no hay señal, entonces igual uno sabe el estudiante está haciendo las guías o las está desarrollando el papa, el tío, pues ahí ha sido una falencia, yo no evaluó, simplemente recibo el taller físico, se les da un porcentaje de 20% a cada taller, son 4 talleres, y una autoevaluación, pero que se evidencie que ellos están captando el conocimiento, no, porque en otra parte que pueden hacer clases virtuales, evaluar, pero para nuestro caso no, no se puede, no se evidencia que ese conocimiento esté quedando en los estudiantes, yo misma me encuentro con los estudiantes para entregar y recibir las guías.

- **Narrative frame**
- Soy docente rural y los aspectos que influyen en mis prácticas alrededor de la enseñanza del inglés en esta zona son

Ser docente unitaria por lo cual me debo encargar de orientar todas las asignaturas en todos los grados. Además, no soy licenciada en inglés ni cuento con los conocimientos necesarios para enseñar esta asignatura. No hay acceso a la tecnología o información como el internet. Otro aspecto es el bajo nivel académico alcanzado por los padres de familia, en su gran mayoría solo cuentan con la primaria, un solo núcleo familiar ha terminado el bachillerato. La falta de academia de los estudiantes por falta de motivación por parte de padres de familia.

La educación y particularmente la enseñanza y aprendizaje del inglés en esta escuela multigrado tiene unas características específicas teniendo en cuenta su ubicación rural y la comunidad de Sesquilé sobre lo cual considero que

Se han buscado he implementado diversas estrategias para llegar a los estudiantes con esta asignatura tales como: juegos, canciones, crucigramas, sopas de letras, laberintos, recortar y pegar letras formando palabras, uso del diccionario, se han generado espacios de participación, la mayoría de los estudiantes se involucran en la actividad: lo importante es crear esos espacios de interacción entre todos los integrantes de la clase. El trabajo en grupos hace que se sientan más cómodos al participar. Debido a la edad en la que se encuentran, son muy susceptibles a la burla de los demás cuando pronuncian palabras en este idioma.

Como docente considero que la política educativa y del inglés en contraste con mi realidad es o está

El aprendizaje del inglés se requiere para indagar, ya que mucho del conocimiento que se genera a nivel mundial está publicado en lenguas diferentes al castellano, principalmente en inglés. De igual forma, el inglés es un idioma que aumenta su protagonismo como lengua para los negocios y el trabajo.

Por tanto, lo considero acorde con la realidad rural ya que se busca implementar metodologías que sean eficientes dinámicas que involucran directamente al niño en la construcción de su aprendizaje y con ello mejorar la calidad de la educación.

Por otra parte, el acompañamiento y formación a docentes en cuanto a: fortalecer competencias de enseñanza digital, desarrollo de estrategias, habilitar estrategia de co-teaching con voluntarios y/o docentes extranjeros se da solo para aquellos que ejercen en bachillerato y ellos no socializan.

Los problemas, dificultades y

limitaciones que más vivo corresponden a

Por ser zona rural alejada no conocen y no se comunican con otras culturas, pero si demostramos a nuestros estudiantes lo que podemos lograr al conocer otras culturas, con el paso

del tiempo querrán aprender y conocer más, generando así que les cause curiosidad y quieran aprender el idioma de una forma más completa.

La falta de acompañamiento de los padres de familia en el proceso de enseñanza aprendizaje de la asignatura, debido a su total desconocimiento.

El no contar con los recursos didácticos necesarios.

Además de falta de capacitación para docentes unitarios o en su defecto los docentes que son capacitados deberían socializar con los demás.

Mis estudiantes se expresan respecto a la educación y la enseñanza y aprendizaje del inglés.

Creen que el inglés es un idioma muy difícil de aprender muchas veces porque los padres de familia les han vendido esa idea que lo único que genera es un retroceso en el aprendizaje de los menores.

Algunos manifiestan preocupación porque se escribe de una forma y se pronuncia de otra.

Miedo a la burla de sus compañeros por la pronunciación

No tienen hábitos de estudio que incorporen horarios, rutinas y prácticas en la que puedan retroalimentar lo aprendido.

Si tuviera la oportunidad de hacer aportes y contribuciones a la educación, el inglés y la escuela multigrado,

Realizar charlas con padres y estudiantes acerca de la importancia de aprender el inglés

Seguir creando actividades que busquen beneficiar los estudiantes y la comunidad educativa.

Realizar un plan de estudio que sea transversal con las demás asignaturas para trabajar vocabulario y expresiones sencillas de todas las áreas del conocimiento y de su cotidianidad lo que le permita al estudiante familiarizarse más con el tema

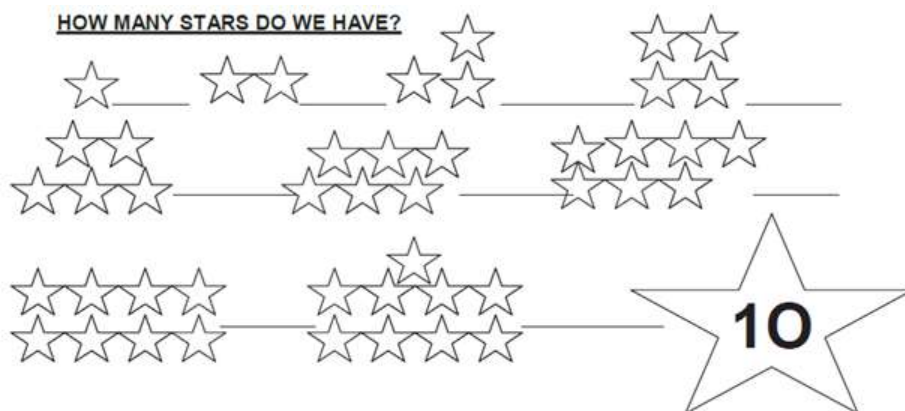
Seleccionar un día del año escolar para celebrar el english day donde se desarrollen variedad de actividades y se incentive a los educandos participantes.

Amablemente, solicitamos compartir algunas actividades o talleres realizados con los estudiantes que reflejen sus prácticas, particularmente con el inglés.

Comparto algunos de los talleres que se han trabajado con los estudiantes en inglés.

## GUÍA DE TRABAJO DE INGLÉS PARA GRADO 1, 2 y 3

1. Escribe en la línea en inglés la cantidad de estrellas que hay en cada grupito de ellas.



2. Completa la escritura en inglés de los siguientes números.

• Write the full word including the missing letters:

1. \_ N \_ \_\_\_\_\_
2. TW \_ \_\_\_\_\_
3. THR \_ \_ \_\_\_\_\_
4. F \_ \_ R \_\_\_\_\_
5. F \_ V \_ \_\_\_\_\_
6. S \_ X \_\_\_\_\_
7. S \_ V \_ N \_\_\_\_\_
8. \_ \_ GHT \_\_\_\_\_
9. N \_ N \_ \_\_\_\_\_
10. T \_ N \_\_\_\_\_

4. Escribe los números en tu cuaderno, practícalos y apréndelos.

GUÍA DE TRABAJO DE INGLES PARA GRADO 4 y 5

Estándar: Practicar y aprender nuevo vocabulario “the animals”.

Nombre del estudiante \_\_\_\_\_

1. Resuelve la siguiente sopa de letras con animales en inglés.

**Zoo Animals**

DIRECTIONS: Circle the names of the different animals from the word list in the letter grid below. To find them all you will have to look in every direction, including backwards and diagonally. (Good luck!)

ALLEGATOR	L	K	R	O	T	A	G	I	L	L	A	S	A	L	A	O	K
CAMEL	Y	Z	U	G	E	U	Z	R	P	E	J	P	B	K	V	F	L
ELEPHANT	K	F	G	H	C	C	G	N	C	V	Y	W	A	G	O	K	U
FLAMINGO	S	M	O	P	X	P	E	E	O	A	I	N	M	N	O	G	H
GERAFFE	I	B	R	O	O	K	L	T	E	I	G	M	A	F	D	P	C
GORILLA	P	C	I	G	I	C	N	V	N	A	L	K	E	F	S	A	M
HEPPO	O	B	L	H	R	A	V	Z	R	Y	K	I	R	O	V	O	O
KANGAROO	L	C	L	I	H	A	Y	O	J	U	T	C	O	P	N	U	G
KOALA	A	O	A	P	I	T	O	U	C	A	N	R	E	K	F	H	N
LEON	R	A	E	P	N	I	Z	E	B	R	A	L	E	N	H	M	I
	B	L	M	O	O	G	J	S	C	G	I	Y	R	I	I	H	M
	E	U	A	N	Y	E	M	A	I	C	P	P	D	U	X	K	A
	A	C	I	Y	Q	R	M	R	A	J	I	W	D	G	L	Y	L
	R	A	X	A	D	E	A	N	Y	F	H	G	T	N	D	P	F
	F	S	F	Y	L	F	J	P	L	L	T	M	F	E	X	A	U
	R	V	W	M	F	J	H	Z	U	W	W	F	P	P	H	Q	
	R	K	A	E	J	O	S	B	N	S	Y	U	W	S	E	A	L

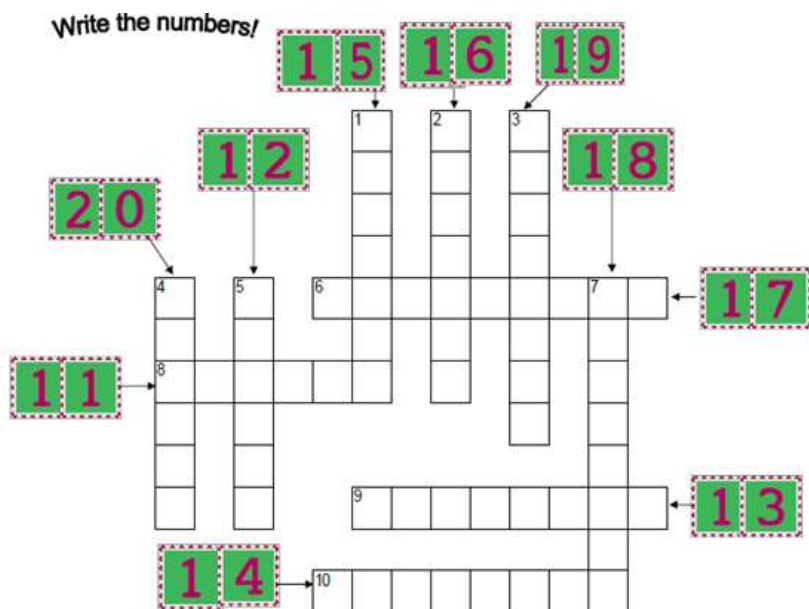
MONKEY      RHINO  
PANDA      SEAL  
FELICAN      TIGER  
PENGUIN      TOUCAN  
POLAR BEAR      ZEBRA

2. Sacar una hoja del block de dibujo, llenar todos los datos de la parte de abajo, luego realizar el dibujo de cada uno de los animales que aparecen en la sopa de letras al lado, escribir el nombre de cada animal en inglés.

## GUÍA DE TRABAJO DE INGLÉS PARA GRADO 4 Y 5

Estándar: Identifico y escribo números en inglés de manera correcta.

1. Escribe los números dentro del siguiente crucigrama según corresponda.



2. Copia en tu cuaderno los números del crucigrama dibujando la cantidad de objetos que señale cada caso, ejemplo: 11 eleven pencils y los debes dibujar.

3. Realiza las siguientes operaciones escribiendo los resultados en inglés debajo y en número arriba, como el ejemplo que aparece en la primera operación.

$2 + 3 = ?$	$6 - 4 =$
<b>two + three = five</b>	<b>six - four =</b>
$4 + 2 =$	$8 - 7 =$
--- + --- =	--- - --- =
$3 + 4 =$	$5 - 2 =$
--- + --- =	--- - --- =
$5 + 5 =$	$9 - 1 =$
--- + --- =	--- - --- =
$6 + 3 =$	$10 - 6 =$
--- + --- =	--- - --- =

4. Realiza las sumas y escribe el resultado donde corresponda, observa la primera fila que es el ejemplo para resolver la actividad.

<b>Add +</b>	<b>one</b>	<b>four</b>	<b>six</b>	<b>nine</b>
<b>five</b>	<i>six</i>	<i>nine</i>	<i>eleven</i>	<i>fourteen</i>
<b>seven</b>				
<b>eight</b>				
<b>ten</b>				

5. En tu cuaderno escribe y repasa los números de 1 a 50 en inglés.

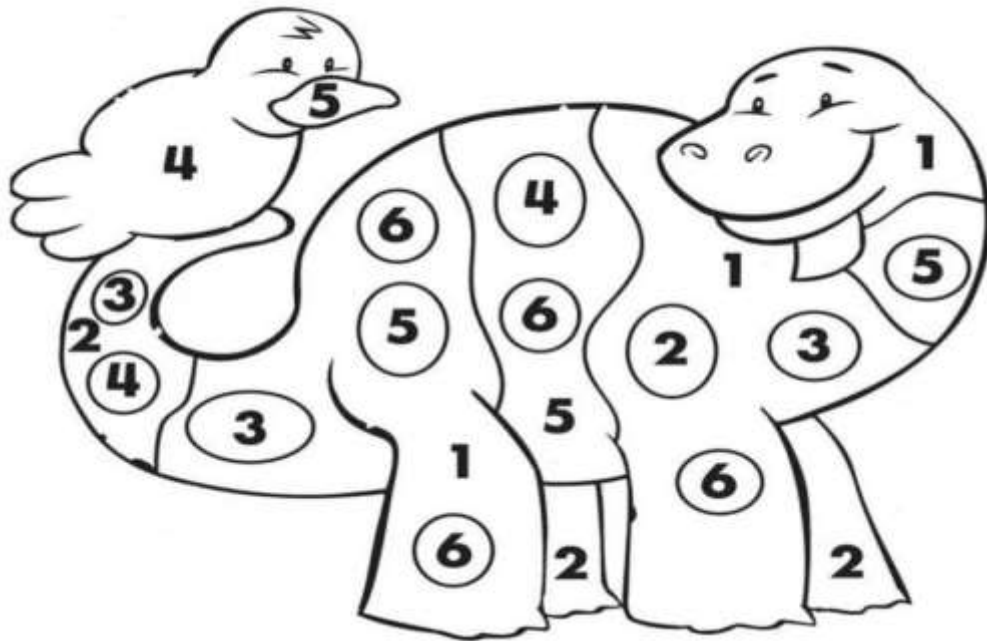
## Talleres inglés

Docente: María Teresa Moncada

1. Con ayuda de mis padres, organizar tarjetas de 15cm X 15cm, (mínimo 10 tarjetas), luego por una cara dibujar un elemento escolar y por la otra cara el nombre en inglés de este elemento. Practicar vocabulario.

2. Realiza la pronunciación, luego colorea la imagen.

**1 = green**    **2 = purple**    **3 = brown**  
**4 = blue**    **5 = orange**    **6 = yellow**



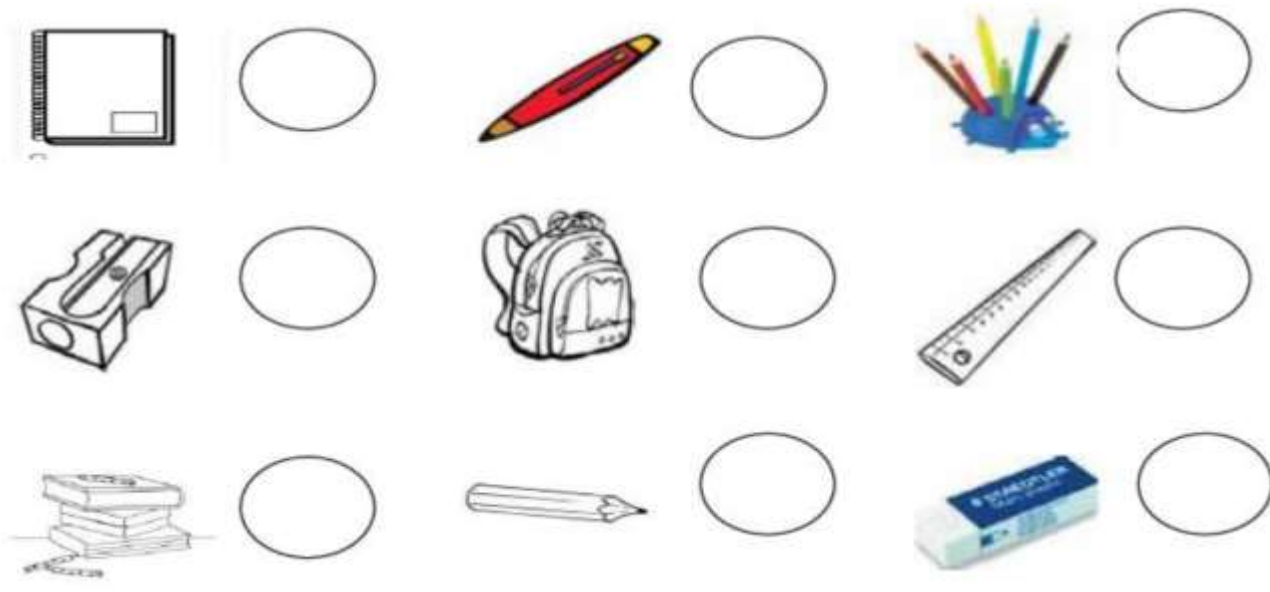
## GUÍA DE TRABAJO DE INGLES PARA GRADO 1, 2 y 3

Estándar: Practicar y aprender nuevo vocabulario de la lengua inglesa.

1. Put the number into the circles: according to picture: (Coloca el número dentro del círculo de acuerdo con el dibujo).

1. Colors
2. Notebook
3. Pencil
4. Ruler
5. Bag pack

6. Pencil sharpener
7. Eraser
8. Book
9. Pen




2. Realiza las siguientes operaciones y escribe todos los resultados en inglés.

Example:

One + two=three

a. Two + two= \_\_\_\_\_ 

b. Three + two= \_\_\_\_\_ 

c. Five + one= \_\_\_\_\_ 

d. Six + four= \_\_\_\_\_ 

### 3. Completa las palabras

a. P \_\_\_\_\_ 

b. n \_\_\_\_\_ book 

c. \_\_\_\_\_ er 



Photograph of the front of the Nueva Granadillo Sesquilé School, Cundinamarca, the institution has a multigrade classroom where by 2020 there are 13 students from first to fifth grade, a systems classroom and a dining room.

Capture date: November, 2019.

Systems room of the Granadillo school, there are 12 computer equipment in operation, with office 2008 version, the equipment does not work for CD or USB, they were donated by the computer to educate program in 2003.



Capture date: November, 2019.



In the systems room there is also the library with several guide texts for all subjects, lotteries and a functional microwave oven.

Capture date: November, 2019.

In the multigrade classroom the students are divided into groups according to the grade they belong to, they wear “zapatones en lana” and they are judicious and dedicated students with their study.



Capture date: November, 2019.



Granadillo School multigrade classroom.

Capture date: November, 2019.





The school has a soccer and basketball court, which they use in PE class and at recess.

Capture date: November, 2019.

# Formato de entrevista

21/11/2019

Institución educativa: ESCUELA RURAL EL GRANADILLO

Nombre del docente: MARIA TERESA MONCADA CORTES

Edad: Menos de 25  25-29  30-39  40-49  50+

¿Qué puesto desempeña dentro de la institución educativa?

DOCENTE DE AULA

¿Cuánto tiempo lleva en este puesto?

27 AÑOS

¿Cual es su formación academica?

LICENCIADA EN EDUCACION BASICA PRIMARIA Y PROMOCION DE LA COMUNIDAD

¿Hace cuantos años es docente?

27

¿Cuáles son los principales cambios a los que se ha tenido que enfrentar durante los ultimos años como docente?

LICENCIADA N EDUCACION BASICA PRIMARIA Y PROMOCION DE LA COMUNIDAD

¿Cuál es la mision y vision de la institucion educativa?

**MISION:** LA INSTITUCION EDUCATIVA OFRECE LA PARTICIPACION DE LA COMUNIDAD TENIENDO PRESENTE LA DIVERSIDAD, EN LOS EVENTOS ACADEMICOS, CULTURALES, DEPORTIVOS O DE BUSQUEDA DE SANA CONVIVENCIA, EN LA APLICACIÓN DEL PROYECTO DE ETICA Y VALORES CON FUNDAMENTOS EN EL DIALOGO Y LA CONCERTACION.

**VISION:** EN LA INSTITUCION EDUCATIVA LA MAYORIA DE ESTUDIANTES APLICARAN LOS FUNDANEMTOS DE UNA EDUCACION AMBIENTAL E INCLUSIVA, SE DESEMPAÑARAN CON RESULTADOS BASICOS EN LA MAYORIA DE LAS AREAS Y OPTIMO EN POR LO MENOS UN AREA DEL CONOCIMIENTO, ASUMIRAN UN CAMINO EN PARTICULAR Y SOCIALIZARAN LA ESTRUCTURA DEL ESTADO COLOMBIANO, RECLAMARAN DERECHOS Y CUMPLIRAN SUS DEBERES

¿Cuántos estudiantes hay en la institución educativa y de que grados?

DURANTE EL AÑO LECTIVO 2019 CONTAMOS CON 18 ESTUDIANTES DISTRIBUIDOS ASI: PRIMERO 2, SEGUNDO 7, TERCERO 4, CUARTO 2, QUINTO 3

¿Cómo describiría a los estudiantes que asisten a la escuela?

ESTUANTES COMPROMETIDOS CON SU ACTIVIDAD ACADEMICA, REponsables con valores que se reflejan en su diario vivir, COLABORADORES, QUE AYUDAN A SUS PADRES EN LAS DIVERSAS TAREAS DEL CAMPO.

Dentro de la institución educativa hay estudiantes con necesidades educativas especiales - NEE-? Si  No

Dentro del aula de clase habían dos estudiantes en el grado quinto los cuales uno de ellos tenían hipoacusia neurosensorial bilateral y el otro estudiante presenta baja visión e hipoacusia, con ellos se trabaja con ayuda del centro de educación especial, la docente de apoyo de aula quien hizo tres visitas para para apoyar con estrategias para el trabajo con ellos, de igual forma se construyó el PIAR para cada uno de ellos, y con base en ese PIAR se desarrollaban las actividades con estos estudiantes

Hay diversidad cultural dentro de las aulas de clase?

Si

No

¿Tiene establecido un plan de estudios?

Si

No

¿Cuenta con recursos tecnológicos en las escuela? ¿Cuáles?

SE CUENTA CON ALGUNOS EQUIPOS DE COMPUTO LOS CUALES SE ENCUENTRAN DESACTUALIZADOS Y ALGUNOS ESTAN FUERA DE SERVICIO. EN FUNCIONAMIENTO HAY 12 EQUIPOS DE COMPUTO, TIENEN VERSION OFFICE 2008 Y NO LEEN CD NI USB, FUERON DONADOS POR EL PROGRAMA " COMPUTADORES PARA EDUCAR" EN EL AÑO 2003.

¿Cómo es un día normal en la escuela?

SE INICIA LABORES A LAS 7.00 A.M SE DESARROLLAN CINCO HORAS DE ACTIVIDAD OEDAGOGICA, ACTIVIDAD PEDAGOGICA , DE ACUERD CON EL HORARIO , MEDIA HORA DE RECESO ( 10:00 AM - 10:30, AM) TERMINANDO A LAS 12.30 Y LUEGO UNA HORA DE TRABAJO PEDAGOGICO.

¿Cuáles son las principales deficiencias o dificultades que detecta en la escuela rural Granadillo?

LA FALTA DE MATERIAL DIDACTICO, LA POCA INVERSION DEL ESTADO EN LAS ESCUELAS RURALES EN SU MANTENIMIENTO.

¿Qué entiende por bilingüismo?

EL USO DE DOS LENGUAS

¿Ha recibido alguna capacitacion para la implementación del programa de inglés en la insiti ¿Cuál?

NO

¿Cuál es uno de los métodos de enseñanza exitosos que utiliza?

LOS METODOS ESTIPULADOS EN EL APRENDIZAJE SIGNIFICATIVO QUE ES EL MODELO PEDAGOGICO:

Trabajo abierto -Motivación- Medio -Creatividad -Mapa conceptual y la metodología activa, la cual permite que el estudiante sea parte activa de su aprendizaje ( aprende haciendo )

¿Cuál crees que es la habilidad principal que los estudiantes deben desarrollar en el aprendizaje en el idioma extranjero?

ESCRITURA, CONVERSACION, ESCUCHA, LECTURA

¿Qué apoyo ha recibido de entidades gubernamentales para la implementación de la enseñanza del idioma inglés?

NINGUNO

¿Qué recursos de enseñanza, equipos o materiales tiene disponibles para las clases de inglés?

NINGUNO, SOLO LOS ADAPTADOS POR MI: SELLOS, DIBUJOS, CANCIONES, RECORTES DE REVISTAS, TRADUCCIONES SENCILLAS, DICCIONARIO, LABERINTOS, GUIAS DE EJERCICIOS DE COMPLETAR, SOPAS DE LETRAS.

¿Cree que el uso de un texto de inglés tiene un valor importante para la enseñanza-aprendizaje del idioma inglés?

NO PORQUE EL LIBRO CORTA LA CREATIVIDAD

¿Qué cree que se necesita para proporcionar más beneficios en el aprendizaje del inglés a los niños que asisten aquí?

CAPACITACION DOCENTE

¿Cuál ha sido el mayor desafío que ha tenido que enfrentar dentro de la institución educativa frente a la enseñanza del idioma extranjero en inglés?

ENCONTRAR EL GUSTO POR LA ASIGNATURA Y LA PREPARACION DE LAS CLASES



**UNIVERSIDAD SANTO TOMÁS**  
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

VEREDAS INSTITUCIÓN - 2002 - 1704



**Consentimiento Informado para Participantes de Investigación**

Yo, Maria Teresa Moncada C, identificado con cedula de ciudadanía No. 20792752, docente de la escuela rural el granadillo de Sesquillé, acepto de manera voluntaria que se me incluya como sujeto de estudio en el proyecto de investigación denominado: "Story and experiences of teacher Maria for a 20-year old period in rural multigrade school "El Granadillo", a cargo de Yaneth Constanza Moncada Prieto, luego de ser informada sobre sus propósitos, objetivos, procedimientos de intervención y evaluación.

Autorizo a que la información aportada por mí durante las entrevistas y registros sea grabada en audio o video, así como también autorizo a que los datos que se obtengan del proceso de investigación sean utilizados para su respectivo análisis y uso educativo.

Autorizo la divulgación en eventos académicos y el repositorio institucional de la Universidad Santo Tomás, así como la divulgación de los resultados del estudio en el marco de eventos académicos e investigativos estando sujeta a la confidencialidad de la misma y no siendo usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento.

Reconozco que he sido informado del poder dirigir las dudas e inquietudes que me surjan sobre el proyecto en cualquier momento a la persona encargada de esta investigación y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mí. De tener preguntas sobre mi participación en este estudio, puedo contactar a Yaneth Moncada al teléfono 302 2900506.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Maria Teresa Moncada C  
Nombre del Participante

Maria Teresa Moncada C  
Firma del Participante

26-06-2020  
Fecha

Acreditación Institucional  
**Internacional**



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