

Mother's Experience at Homeschooling

Sindy Lorena Calderón Castellanos

CAU Bogotá

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Director: Mg. Martha Isabel Bonilla Mora

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ABSTRACT

“Mother`s experience at homeschooling” intends to show some reflections about a pedagogical and maternal experience as a bilingual teacher with my little daughter under the concept of homeschooling. This work narrates how this process arises reflections on teaching and bilingualism. Through narrative inquiry I could collect five written narratives and two multimodal data that helped me to show how I put into practice a bilingual education to my daughter at home, the importance of family and being involved in the cognitive process of our children.

The present paper shows the motivations, difficulties, and challenges that I must get through when I decided to homeschool my daughter. But it also shows the results, the achievements obtained, and the experiences lived by my daughter and myself. The data analysis carried out through thematic analysis was useful to identify the data and coding information to finally establish categories and subcategories which show the family as the main and most important category and other subcategories that represent the mother`s multirole, pedagogy and maternal experience and the student outcomes.

Resumen

“La experiencia de una madre en el homeschooling” intenta mostrar algunas reflexiones sobre una experiencia pedagógica y materna como profesora bilingüe con mi pequeña hija bajo el concepto de homeschooling. Este trabajo narra cómo de este proceso surgen reflexiones sobre la enseñanza y el bilingüismo. A través de la indagación narrativa pude recolectar cinco narraciones escritas y dos datos multimodales que me sirvieron para mostrar cómo pongo en práctica una educación bilingüe a mi hija desde casa, la importancia de la familia y el involucrarse en el proceso cognitivo de nuestros hijos.

El presente trabajo muestra las motivaciones, dificultades y desafíos que debí atravesar cuando decidí educar en casa a mi hija. Pero también muestra los resultados, los logros obtenidos y las experiencias vividas por mi hija y por mí. El análisis de datos realizado a través del análisis temático sirvió para identificar los datos, codificar la información para finalmente establecer categorías y subcategorías que muestran a la familia como categoría más importante y otras subcategorías que representan el multi rol de la madre, la pedagogía, la experiencia materna y los resultados de la estudiante.

Contextualization

This research project narrates my experience, as a preservice teacher teaching English and Spanish at home to my second daughter Mariana (pseudonym) during her first years of life. This life experience allows me to show not just a teaching and learning process but how I could integrate my mother's role and what I have learnt as a preservice English language teacher through all these years of study and give value to two of the activities that I have most enjoyed doing in my life: motherhood and the profession I chose to study.

I am the mother of three children, an eighteen-year son, a daughter of seven and a toddler of one year and a half. I was too young when I had my first child. I just started to study at the university, but I could not continue because I must start to work and take care of my baby. Many years passed until I could retake my studies again with my husband's help, the person who always has supported me not just financially but emotionally too.

When I started university again (I was almost 27), I was very excited because I had the opportunity to do what I have wanted for many years: continue my career. At that moment my son was almost ten years old and he was the first person with whom I began to put into practice what I was learning at university. I taught him some basic vocabulary in English, kids' songs, and some grammar. I can say that the pedagogical strategies I used at that moment with my son were not so good but I did my best.

During a couple of years, I worked as a teacher in kindergarten and primary schools located in Bogotá, Colombia and at the same time I studied. Fortunately, I had the opportunity to get a job as a teacher from the beginning of my career. This was a great advantage because it helped me to learn many things about pedagogy through my own experience and realize how much I liked teaching to kids and everything related to their cognitive development and learning process. Some years passed and in 2013 I got pregnant with my second child.

I had a complicated pregnancy, due to a medical condition called preeclampsia, my baby was born premature. I was at the hospital in intensive care for a week and she was for almost two months. After leaving the hospital I must follow a process of extreme care of my little girl and visits to the doctor more than normal. All these events made me dedicate full time to my daughter for a long period of time. For almost a year I could not work and continue my studies.

The period I dedicated to my baby helped me to think about the possibility of educating her at home during her first years of life and helping her to acquire a foreign language considering the knowledge that I had acquired studying at the university and the experience working as a teacher until that moment. I started to investigate how I could carry out a teaching and learning process at home which is known as “Homeschooling” and I began to implement all the approaches, the methodologies, and the principles I was acquiring on the teaching of my little girl.

However, I realized that homeschooling in Colombia is not well recognized. Many people in our country do not know what this word means exactly and the implication of applying this teaching

process. Some studies show that this process which is related to academic training at home and outside institutional environments is more accepted in countries like the United States or in the European continent.

On the other hand, I decided to use the Montessori Method to carry out this way of teaching and learning, an educational model focused on developing emotional and cognitive children's areas respecting their own abilities and capacities to learn where child's development is seen as a natural process in which the kid can develop his autonomy and his emotional development. Although some institutions in Colombia have been implementing this method for several years, it is not very popular in our country yet.

This research project narrates my experience teaching a foreign language to my daughter during five years, I expose how through this role many women can intervene, influence, and get involved in the cognitive and emotional development of their children at home and the beneficial and non-beneficial effects that this practice can cause in children but also in the family.

This project can have a great impact for the future English Language teachers and some subjects of the curriculum such as pedagogy and language teaching because it is a sample of the evolutionary process of a teaching-learning practice which allows reflection about models and pedagogy. On the other hand, this project is an invitation to those students and mothers who want to become part and get involved in their children's education to apply some of the activities exposed in this paperwork and to expand the field of action that this career offers.

Research Statement

This research is carried out after reflecting on my personal experience as an English pre-service teacher in different preschools some years ago, and the opportunity I had to homeschool my daughter during her first five years of life. I decided to narrate this life experience to show strengths and weaknesses but also my reflections about being a mother and a language teacher at home. The contribution of these roles in my child's cognitive and emotional development describes the power and influence that mothers really have on their children's intellect.

Language teaching and learning careers can often occupy much of teachers' and learners' lives, and they develop both inside and outside classrooms and schools. Whatever its limitations may be, narrative inquiry is the only methodology that provides access to language teaching and learning as lived experiences that take place over long periods of time and in multiple settings and contexts. (Barkhuizen, Benson, Chik 2014, p, 12)

This homeschooling experience in EFL emerged after noticing that my daughter was quite receptive to all the exercises and stimulating activities, I did with her. The interest she showed encouraged me to find out more about the ways and proper methodologies to carry out a learning and teaching process at home with my daughter.

The above led me to think about the potential that I as a mother had regarding my daughter's knowledge as well and, taking advantage of my ability in the English language, I carried out teaching-learning routines that ended up reflecting a great advance in my daughter on a cognitive

and emotional level. Since they were very special and unique moments that I had the opportunity to share with my little girl.

I saw Home Education as a possibility to foster in my daughter a love for learning with no pressures or rush to comply or implement a curriculum imposed by an institution but educating from love and respect in terms of my daughter's learning pace.

On the other hand, it allowed me to notice what some research says about the ease for little kids to acquire a second language. According to some studies this happens because children not just have the time and any inhibition but a brain structure designed for language learning. At the same time, I could see the lack of pedagogical strategies in most schools in Colombia to strengthen the English language learning in children and teenagers. According to the manager of the Colombia bilingual program, the low level of English in the students is because it has always been studied based on memorization of vocabulary and the conjugation of verbs, reducing the importance of communicative ability.

I wanted to share how this experience changed my perspective about the way children can learn a foreign language and academic content in a familiar environment, and how all this process has been a beneficial practice for my daughter and I as a mother and as an English pre-service teacher.

From my point of view this is pertinent research because in Colombia homeschooling is not so common due to the lack of information around this kind of education. Not too many parents make the decision to carry out this formative process at home with their children because in

some cases they do not know whether this practice has any normativity or not. There is also no established curriculum that can be taken by parents who choose this kind of education.

This research can be useful to know a story related to how to teach English to kids at home and reflect about the strategies and methodologies used in this context that can be applied by other mothers like me.

Because of the nature of the phenomenon, I decided to follow a narrative design to develop this research. According to Barkhuizen, Benson and Chik (2014) an evident reason for any narrative inquiry research is to favor the teaching and learning context where the investigation took place. These “particular life experiences' ', in this case homeschooling in EFL experience, could be helpful to audiences to contribute to their professional development or to reform and improve their own practices.

Many teachers like me have had important homeschool EFL teaching experiences that deserve being told because they can enrich other experiences and be useful in different home scenarios or maybe other teachers can be reflected in this reality. I consider my own homeschooling pedagogical experience as an opportunity to narrate a part of my life where I could put into practice the abilities God has given me to teach two languages to one of the most important human beings in my life: my daughter

This project will be part of the second Macroproject: “Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers’ educational contexts”. These experiences are important because they are not typical educational events and can give ideas and

perspectives to other teachers, these stories can help to practice a more human and contextualized profession.

Regarding the research field at Licenciatura en Lenguas Extranjeras Inglés I consider that the most appropriate Research Subproject in my case is the third one: The voices of the LLEI realities: life stories and experiences. There are many women in this career who not only play the role of student, but also the role of mother and pre-service teacher as well.

That is why I think that the voice of mothers should be heard and considered to practice a more humanistic profession because finally we are those mothers who oversee educating the children and youth of our country.

I want to share my story about my own experience teaching English and Spanish to my second daughter at home. This brought me to the research question *How does my narrative of homeschooling with my little girl illustrate a pedagogical and maternal experience and arise reflections upon language and the teaching of English and bilingualism?*, establish the main objective, to show a maternal and pedagogical experience through a narrative of homeschooling and the specific research objectives: Tell through a narrative description, my experience as a mother and preservice teacher of homeschooling my daughter for five years, reflect about the process of carrying out a bilingual teaching and learning education with my daughter at home and analyze homeschooling.

- Research Question: How does my narrative of homeschooling with my little girl illustrate a pedagogical and maternal experience and arise reflections upon language and the teaching of English and bilingualism?
- Main Objective: To demonstrate how homeschooling experiences arises, reflections on teaching English and Bilingualism.
- Specific Objectives
 - To narrate a homeschooling experience.
 - To reflect about bilingual education at home.
 - To analyze the implications of homeschooling and bilingual education.

Literature Review

Homeschooling

Homeschooling can be understood as a formative and academic training process of children at home that in most of the cases is carried out by the parents or tutors chosen by them. (Lopez, 2014). For A.L.E. association (Asociación por la libre educación) Children do not attend Public or private schools since the entire learning process takes place at home. Although, some other contexts can be included in this academic process such as nature, churches among others. I can say that in some cases some other contexts were helpful to teach my daughter, scenarios such as the playground or my parent's home were useful to reinforce specific topics and vocabulary related to those contexts. Goiria (2012) indicates that the common factor of homeschooling is the direct responsibility of parents over the educational process of their children. Which means that parents who have chosen to educate their children at home do not delegate this task to external agents, be they public or private.

Among the main objectives expressed by the parents who carried out this form of education with their children found in the thesis called Multilingual Families Homeschooling (2015) are to meet specific academic needs with their kids and the pedagogical values of the parents. These objectives focus on the ideas of parents to develop critical thinking in their children and not just memory, respecting their learning styles, fostering independence and a love for learning. Support

their kids in the areas of greatest interest, help them to have academic success, grow according to the pace of learning of their children, develop areas of interest in them, create a passion for learning and finally provide a healthy and responsive environment to achieve all goals. On the other hand, some other parents who chose a bilingual education at home stated that their main objective was to promote knowledge of other cultures and others wanted to provide a smooth transition to learning English after moving from their country of origin to an English-speaking country. Everything mentioned above by these families has to do with the objectives I had in mind to carry out a bilingual education with my daughter from the practice of homeschooling.

Over the years, this alternative form of education has been growing around the world. Since the 1970s this phenomenon has been increasing. There are various reasons why many parents take this option of education for their children, among these are religious reasons, opposition to policies and the educational system, economic and displacement cases (families living in rural areas). In my case, the most strong reason to carry out homeschooling with Mariana was the opportunity I had to put into practice the ability and knowledge I had to teach based on the studies I had at that moment, and the teaching experience that I had after having worked in some kindergartens and primary schools which made me have a perception about the methodology that from my point of view was not the most appropriate to teach a foreign language in schools. On the other hand, my daughter's premature birth, the time that I must spend to take care of her were other motivations to apply this teaching style.

Garcia, L. (2010) affirms homeschooling as an educational process generates open spaces in terms of time and place, focused on the child and his specific needs. This kind of training lacks rigid structures, allowing parents to use different educational styles establishing conversation as a teaching method. For this author, homeschooling is characterized by promoting an education focused on the child's development, which allows the creation of a curriculum based on the specific needs of each child, and the possibility of applying various teaching styles. I was flexible all the time during the homeschooling process I carried out with Mariana, I never established a specific limit of time to teach something and the time I had for the class changed based on the tasks I must do at home.

It is important to highlight the main characteristic of homeschooling is the implication and participation of the family. In my case not only my daughter and I were involved in homeschooling, but my husband who was the person who was the financial support and my son who helped me at home with the house chores and in some cases was involved in the teaching process.

On the other hand, one of the advantages of homeschooling stated by Cabo, C (2015) is that homeschooling gives additional value to the functional sense of the family in education, since through this practice there is a reinforcement of the relationships that children have with their parents. Since, by implementing individual learning, the rhythms and preferences of children are respected, obtaining high academic achievements. I could see this after moving with my family

to the United States and see the high score my daughter had gotten after taking the ESOL test at the school in which she was going to study. Some of the difficulties and challenges expressed by parents when teaching at home with their children was the fact of carrying out not only the role of father but also of teacher, the time that is needed to exercise this kind of education, the search for resources and appropriate material for the teaching and social and emotional development of their children. Aubin, G. (2015). I consider these challenges to be quite related to mine.

Although it was a wonderful experience for me to carry out the role of mother and teacher with my daughter, the search for resources and the time available for practice and preparation were a challenge, since while I carried out homeschooling I did not work and besides I postponed my university studies for some time, this, allowed me to focus in my daughter's learning, which leads me to think that the time factor and the ability of finding appropriate resources for teaching can be a limitation for many parents who intend to implement this practice with their children.

Although I mentioned why homeschooling has become so popular around the world, another was my motivation to carry out the project of teaching my daughter from home.

I considered that homeschooling was a good educational plan for my daughter. This process allowed me to put into action the knowledge about pedagogy in languages acquired at Licenciatura en Lenguas Extranjeras Inglés at Universidad Santo Tomás and spent quality time with Mariana. This was evidenced in her cognitive development. Teaching my daughter at home was an opportunity to put into practice my profession as a teacher and my role as a mother.

It was not an easy job because I had multiple tasks to do. My role as a mother, student, wife, and teacher at the same time was exhausting. However, the support of my family, my husband and my older son was crucial to achieve the goals.

Bilingualism

According to Baker Colin (2011) to define bilingualism it is important to make a distinction between bilingualism as an individual characteristic and bilingualism in a social group, community, region or country, between the language ability and the language use

Valdés and Figueroa (1994) suggest that bilinguals are classified by:

- Age (simultaneous/sequential/late)
- Ability (incipient/receptive/productive).
- Balance of two languages.
- Development (ascendant – second language is developing; recessive – one language is decreasing).
- Contexts where each language is acquired and used (e.g. home, school).

In the next chart proposed by the authors Bermudez, Fandiño and Ramirez (2015) we can see how this concept has been understood historically.

Table #1 Adapted from Fandiño, L. Bermudez, J. (2012).

Coordinated bilingualism Vs Compound	Weinreich (1953) determined that the coordinated bilingual has a system with two significant and two meanings, the bilingual compound only possesses a system of meanings, which means that the meaning leads to the same concepts or equivalent concepts.
Bilingualism Early Vs Late	The first one is related to the bilingual that have acquired two or more languages in their first years of life, the second one refers to the person who has learnt their second language later, since puberty linguistic or after this.
simultaneous Bilingualism Vs Subtractive	The first one refers to the person who learns two languages simultaneously, while the second one is related to learning a language before the other.
Additive bilingualism Vs Subtractive	Additive bilingualism is related to the acquisition of a language for cultural enrichment. Subtractive bilingualism refers to the acquisition of a language due to financial needs which results in the abandonment of the first language.
Bilingualism popular Vs Elitist	According to Tosi (1982) the first is related to the fact of learning a second language to survive, while the other is defined as the privilege a person well educated has. (Truscott, 1998 Pag 9)

Bilingualism could have various definitions. From the fact that a person can speak two languages efficiently, or it can mean that a person has better skills in one language and basic knowledge in another. Genesse, F. (2007) affirms there are several definitions that can be found about the word bilingualism, which has been evolving through time and seen from various disciplines. Factors

such as the linguistic, sociological, political, cultural, psychological, and pedagogical aspects have been considered for its definition. Fandiño, L. Bermudez, J. (2012). Different versions of bilingualism arise according to the community in which an individual is immersed and the purposes for which a person needs to be bilingual. Genesee, F. (2007).

There are many advantages but also some disadvantages of bilingualism. Some of the advantages mentioned by Ardila, A. (2012) are related to the increase in mental flexibility, superiority in the development of different cognitive functions that have to do with attention, greater ease in problem solving, improvement in communicative ability and increased metalinguistic awareness.

Regarding the disadvantages of bilingualism, there is a certain delay in the acquisition of language, an interference between both phonological, lexical, and grammatical systems and a possible decrease in the vocabulary of the two languages. Ardila, A. (2012)

Teaching English as a Foreign Language (TEFL)

Foreign Language: a foreign language can have such a connotation when it is learned on a regular basis in a classroom but is not spoken in other contexts or in the society where the teaching of this language occurs. Foreign Language differs from a second language since English

as a second language indicates that the language learned in the school context is also used in different environments where the student resides. Kramer, A. (2015)

Based on the definition given above, it can be concluded that English in Colombia is taught as a foreign language. Although in our country English is not usually used in other contexts beyond the classroom, it is important to recognize that learning this language helps us connect and learn about other cultures and becomes a bridge to establish communication with other people around the world. According to Chavez and Saltos (2017), the number of people who learn or wish to learn this language is increasing, and in turn the need to acquire this language to access better job opportunities and quality of life has risen. These were some other reasons which pushed me to foster a bilingual education with my daughter.

Teaching English as a Foreign Language refers to the teaching and learning of a language other than the mother tongue, which is not used in the context, nor in the daily life of the student.

Beltran, M. (2018) affirms that the process of learning English as a foreign language is usually carried out in a classroom, where different controlled activities are developed. Although this process generally takes place in an educational setting, students can achieve a high level of knowledge and fluency in the English language. Min. Educación Colombia (2006).

The acquisition and learning of a foreign language allow us to communicate successfully and creatively with people from other cultures, as well as participate in real life situations through the language of the other culture. Kramer, A. (2015)

Both the teacher and the student play a fundamental role for the teaching-learning process to be successful, which establishes communication skills as its main objective. The one depends on the other, and when one of them does not fulfill the assigned functions correctly, the teaching-learning process cannot reach the expected results. Beltran, M. (2017). During the homeschooling process

I always tried to do my best to offer quality of education to my daughter at home because I knew that the success in the acquisition and learning in Mariana not only of English but also of her mother tongue depended largely on me.

Montessori Pedagogy

Montessori method is a child focused approach developed in the late XIX century and early XX century by Maria Montessori, an Italian physician, who after working in a hospital with poor children, showed interest in understanding the way children develop socially, intellectually, physically and spirituality. Her method is grounded in the children's needs, recognizing the importance of meeting these needs. Mungia, M. (2013)

Her investigation worked to discover the importance of keeping in mind some principles to help kids succeed in their cognitive and social development. These principles are based on the teacher's ability to respect each child and his development, to establish interactive and appropriate learning environments, and the ability to promote autonomy, self-discipline, responsibility and respect for each other and themselves. Ballén, G (2013)

With this method children learn to read, write and sum before turning six years old. The method and appropriate pedagogical material are very important but its effectiveness is based on responsible infant performance. The didactic material is adapted to the different stages of development of children up to their adolescence. Sensory in early childhood, moral in the age of reason and effective with the adolescent. This material is a means of instruction and beyond transmitting knowledge, its main purpose is to promote the development of the human being and his personality. Ballen, G. (2013)

Research Design

Life Story

Life stories fall within the narrative approach, and in this type of approach we can say and bear in mind that by someone sharing their life stories they are creating a connection and experiences by linking their personal discourses to their professional lives as well as with society.

Barkhuizen, et al. (2014) Life stories enable us to learn through the experiences of others by connecting their experiences with concepts. We are then able to create a better understanding of the story that another person is sharing with us by sharing their meaningful experiences.

Barkhuizen, et al. (2014, p 40)

Life stories represent the meanings storytellers make of their experiences. Human beings create narratives to explain our own experiences, which acquire a social and cultural meaning, and are related to the sense we give to our lives and what happens around us. These, according to some researchers, help us understand the context of teaching and learning, because in this way teachers and students make sense of their knowledge and experiences. (Sikes and Gale 2006). In telling stories people make sense of the events in the lives they have lived or they have imagined. In the re-telling, the narrator shapes, and re-shapes those experiences.

Narrative inquiry as an approach to research aims to understand these experiences from the perspective of those who experience them. Barkhuizen and Wette's (2008) provides a brief overview of the rationale for narrative inquiry in the field of teacher education, and more recent work has located narrative more widely in both language teaching and language learning research (Barkhuizen, et al 2014).

Clandinin and Connelly (2000) remind us, the focus of any narrative inquiry is lived experience and the aim is to try to understand that experience. They argue that, for them, “narrative is the best way of representing and understanding experience. According to Clandinin, through narrative we can understand and make sense of our own experiences. This means that through my narration I was able to tell my experience as a mother and as a teacher from the context of homeschooling that I carried out with my daughter Mariana and reflect about this life experience. It is a type of research design that allows me to describe stories and life in the way to increase my own reflection upon teaching and learning on homeschooling. Moreover, the narrative design

provided me the best way to answer the research question that conducts this research, how does the life experience.

4.1. Data Collection

I collected data using instruments and techniques that are related with the type of information and inquiry that this research is based on, which are suggested by Barkhuizen et al, 2014. As it was depicted in the previous chapter, this research is narrative in nature, thus the information provided by the narration of my own experiences in homeschooling.

To collect the information, it was necessary to make use of the suggested instruments that best fit my proposal and the necessities of both parts of this research. Stories in narrative inquiry can be used as a tool for the presentation of findings and data analysis or by using them as research data. It is for this reason that in narrative inquiry, storytelling and research go together.

To carry out the process of data analysis it was necessary to read all the information collected in the five narratives and multimodal data (six pictures and two video recordings).

One of its main objectives is that its validity and reliability prevails. This means that the data collection instruments and the information collected is consistent and accurate. For this reason, coding is one of the tasks that can take the most time in the research. After this step the researcher started the process of categorization. However, at this point, it is necessary to say that when this study began, the researcher established two main categories. The first one Family and the second one Homeschooling. These categories were evident since they belong to the main

topic of the inquiry. However, the researcher visited and revisited the data, more and new information emerged that let the researcher be aware of the emergence of new categories. The names and the explanation of each category will be explained in the next paragraphs.

Written narrative data can be presented in different formats. For this research a reflective preservice teacher narrative was written. This one was divided into five different narratives that tell the story of my daughter by stages while she was in the homeschooling process with me as her teacher. These narratives have been useful to show the course and her growth in different areas of her development such as emotional, cognitive and language abilities. The information was obtained from five narratives and two multimodal data. The five narratives have the information collected throughout the homeschooling process, divided by age and stages of development of the girl.

In the narrative I described all the details about my daughter's learning since she was born. I decided to put all these experiences in writing when I saw the results in my daughter when I taught her at home and all the goals I achieved as a mother and English preservice teacher. Through this life story I showed the advantages of helping my daughter to communicate in two languages and all skills she acquired which were useful to develop competences that allowed her to get an excellent score on a primary school entrance test called ESOL (English Speaker of Other Language assessment) and to adapt to a new culture more easily when my family and I decided to move to the United States.

Some of these narratives were collected from short paragraphs I wrote in a notebook that said what I had done with my daughter every week, the topics, and themes I taught my daughter, the

activities I developed with her and the material I used to carry out the pedagogical practice at home. Luckily all these writings had the date when they were made.

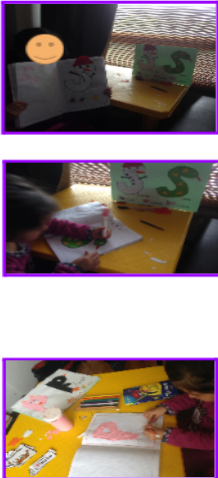
This helped me to create five different narratives which I collected with all the information from the birth of my daughter until the moment she started to study in a regular primary school. As I mentioned before these ones were organized by periods of time as we can see in the graphic below.

Another of the instruments used to collect information were two multimodal data. Photos and videos are part of this instrument. Both were organized by date which were useful to complement the information collected in the narratives.

They show some of the descriptions made by me. Through these ones it is possible to see moments in which the girl was learning at home, as well as the kinds of the activities she developed.

These images and videos show the context, attitudes, and emotions of the girl, in addition to some of her achievements. In this research, multimodal narrative instruments have been used as an instrument to gather information about the pedagogical experiences carried out by me. They are samples that worked as evidence of this process. In some of the pictures it is possible to see what the little girl was learning, the language she was learning at that moment and the kind of material, and on the other hand in the video we can see the speaking abilities that the girl has at the age of four years.

Data Analysis

Multimodal Pictures Data		
	March 2018 We worked on the alphabet letters too. In this picture we worked on the "letter s" in particular. She represented the snake and a snowman with the silhouette of the letter "S", using some paints, papers and markers of different colors. She enjoyed this activity. Why did you start with examples in English? Did the girl identify the letter S in English and Spanish?	These pictures show some literacy processes carried out during the period of time that I practiced Homeschooling with my daughter Mariana. I always tried to teach both languages to my daughter like an acquisition process and based on my experience as a teacher and specific theories of language learning, this becomes possible and easier during the first years of life. The first theory that supports my teaching process is Chomsky's theory which states that all children are born with an innate language ability, since all human beings are genetically
	June 2018 We were working on the	

Graphic 1. Multimodal data analysis

For the researcher, it was very important to keep in mind to answer the research question. In that way I could establish the themes which came out once I had established the codes and categories. The researcher followed the thematic analysis. Thematic analysis was the mode of how the data analysis was conducted in this research. This kind of analysis is very common in qualitative research but also in narrative research and it is related to identifying data after reading the information several times, besides, it implies data codification which is carried out defining categories of data extracts to identify the themes. (Barkhuizen, Benson and Chik. 2014).

This procedure consists in grouping and categorizing the most important and relevant extracts found by the researcher from the data, besides, of establishing the thematic headings. On the other hand, coding data implies classifying and ordering raw data into categories to analyze this information more deeply.

5.1. Codification

The process of codification requires a deep understanding and analysis of information. In this step we must proceed to classify the information for themes. After we have done this task rigorously, I grouped these themes into broader categories (Barkhuizen, 2014)

An example of this part of analysis is the Subcategory of Bilingualism, this one emerged from the second narrative called “how I started the teaching and learning process with my baby girl”. Some of the excerpts of this narrative talk about the moment that the mother began to use English and Spanish to communicate and teach her daughter to talk. These excerpts show how the mother took advantage of the daily routines’ activities she did at home to implement both languages to help her little girl express her ideas in English and Spanish.

In this part of data analysis, I highlighted the most relevant information I found in each narrative. I reflected on this information by describing what the mother wants to show in every event, analyzing the data by paragraphs I wrote about the kind of activities she did with her daughter. These extracts such as “I remember practicing early stimulation exercises, while I was doing a

daily activity with my daughter such as giving her a bath or food, I talked to her in both languages”. (Taken from narrative 2), helped me to generate the codes which I classified by colors according to the theme to which they belonged. These themes helped me to create two big categories from which other subcategories arose.

I must read very carefully because in some cases some data looked very similar and others had small but important details. One example of this is the excerpt “Every opportunity I had to talk to her I did it in both languages”. (Taken from narrative 2). Although this extract is very short, it is very relevant because it shows that the mother talked to her daughter in both languages all the time. Reflection is a serious exercise where the researcher needs to think about the best way to collect the information. Codification allowed me to consider some information I did not think was relevant in this research but when analyzing it, I could see how these aspects were key to being able to carry out the homeschooling process with my daughter.

5.2 Categorization

As it was depicted before, the researcher faces this inquiry with an initial category Family. However, it was necessary to read and reread the information and new categories were identified.

Pre-established Category Family

In the literature it was found that for homeschooling, the family is a relevant element that give support to this modality. “Family” is the base from which human relationships begin. Bogdanski,

T. Santana, P. & Portillo, A. (2017). It is in this context where a human being develops and learns to live with others. The parents are the people in charge of educating the new member of the family and transmit values in order that the child can relate in this context called family. The family is a model of society, which oversees instructing each member to be a responsible, compassionate, and sensitive person capable of relating and living with their peers, this means the parents are responsible for not only educating the new member, but also inculcating values and aptitudes that allow him to live in society.

Moreover, each member of a family is fundamental since they will give the necessary tools to face the world. The way each human being has been educated and some experiences such as autonomy, power, trust, and the ability to communicate with each other will determine his relationship with other people. Husband, wife, older son, and Marianna the homeschooling student.

My husband

“Because of the condition of my baby I must stay at home all the time to take care of her. For almost a year, I did not work, but fortunately, after having my baby, my husband had gotten a good job to supply all our needs. He was with the baby at night. In that way I could sleep after being with her the rest of the day. However, my husband did not sleep very well because after working he must sleep with Mariana on his chest. My son was studying in the afternoon, he helped me during the morning for a while, so I could take a shower or prepare the food.”

(Narrative 1)

The premature birth of a baby can affect not only the role of motherhood, but also fatherhood. For the father, the premature birth of the baby will make him carry out his role in a completely different way than he had originally imagined.

“The father will be the first person in the family to see the baby; he will also be in charge of receiving the medical report; which means that he must face the good or bad news from the doctors regarding the health of his little child and not show his concern or pain in front of the mother.” Ruíz, A. 2014.

When my daughter Mariana was born, my husband was working in the United States. As I mentioned before, Mariana was born two months earlier than expected. Therefore, my husband must travel earlier to be by my side and to see the baby. While I was in intensive care, my husband oversaw visiting the little baby. He took some pictures of Mariana and I could see her for the first time while I was at the hospital recovering. He visited Mariana and me every day at the hospital. After the physicians discharged me, I could visit my baby. Therefore, my husband could rest a little bit; he must work and take care not only of the little girl but also of me and our other son.

I know this process was hard for him too. Like me, he also bore every moment when our daughter got sick or had a disheartening diagnosis. He was there to tell me that everything was fine and that very soon we would live a normal life with our children. I never saw him desperate or sad because of this. Now he says that he always knew that Mariana would get ahead and recover soon.

He has done a great job as a father; he is our support at any moment. He takes care of us and is always careful that nothing bad happens to us. He has been a very loving and responsible man and a father; I thank God for putting a man like him by my side.

My older son

My son turned eighteen last year. He is no longer a child, much less a baby. Although I had my son very young, he comes at the perfect moment in my life. I did not have much idea of how to be a mother but I have done the best that I could.

The best part of being a mother is to know that there is a person for whom you mean everything; there is no other person more important to that human being than you are. Until today, I have committed myself with all my love to take care of him, respect him, protect him and try to make him happy.

Unlike my other two daughters, he had to bear some difficult circumstances, he had to spend a long time in a daycare during his first years of life since I had to work and I did not have a good relationship with his father at that moment. Esteban usually had bad behavior. I always received bad comments from his teachers.

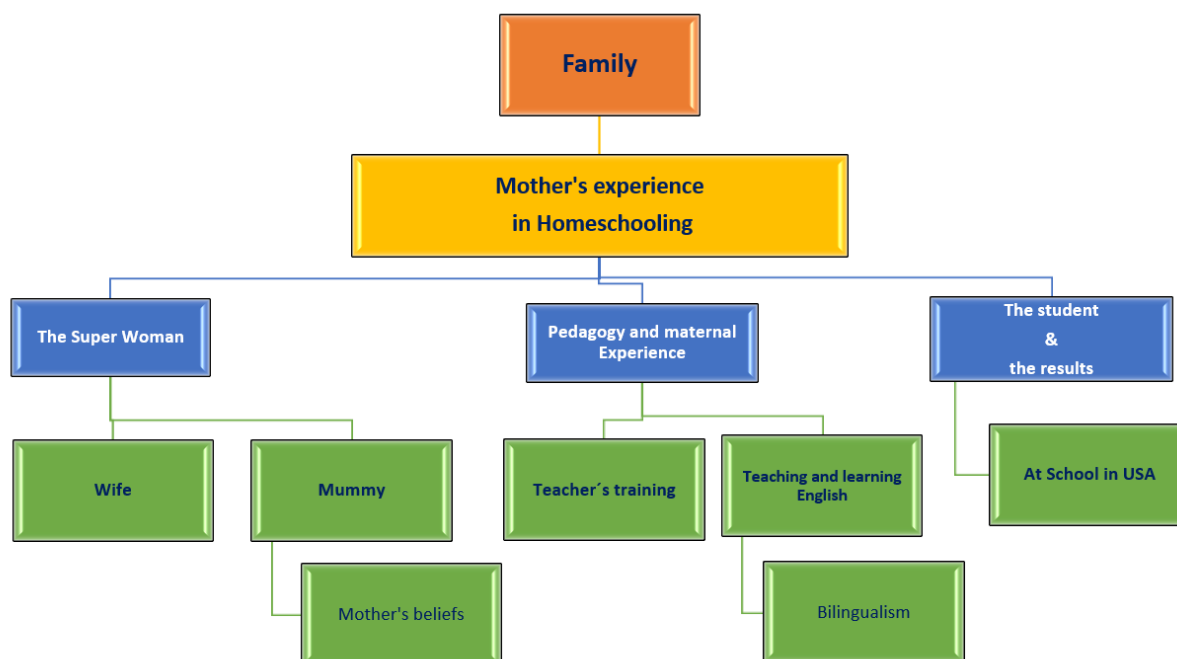
This affected me quite emotionally since I worked a lot and did not spend quality time with him. My son was three years old when my husband and I decided to restart our relationship and form a family. In my opinion, from that moment, Esteban's behavior improved a lot, even though he was sometimes naughty at school; the teachers could notice a positive change in his behavior.

Esteban has been a good son, he is in twelve grades now, and he is very respectful with his teachers and always has good grades. He is very dedicated to his favorite sport: soccer. Mariana was born when he was 10 years old. He helped me to take care of her.

He was a support when I must be with my daughter next to my chest during her first three months. He was with her while I took a shower or I prepared the food. He cares a lot for his two sisters and is aware that nothing bad happens to them. I thank God very much for allowing me to be the mother of a human being like him.

After the reading and coding of information, there were many topics that were treated during the written and spoken instruments. So, I continued making the categorization of information, which consists of grouping the themes –that seemed alike– and making broader categories.

During the reading and coding of the information, it was evidenced that there was a connection between topics that could shape a bigger one. In this inquiry, two main categories emerged: SuperWoman, Pedagogy and Maternal Experience and The student and the results.



Graphic 2. Categories

Main Category One: The Superwoman

Subcategory One: The Wife

After finishing high school, I wanted to study a professional career but I could not do it because of the lack of economic resources and my pregnancy at an early age. When I was 22, I went to live with my husband and sometime later, we got married. He was very concerned and knew my expectations of continuing with my studies. So, he asked me to enroll in the “*Licenciatura en Español y Lenguas Extranjeras*” at Universidad de La Salle Bogotá. I must admit my husband has been a great support in my life. Therefore, I began to study again. I worked part time in a

medical diagnostic institute and I studied in the afternoons. It was not easy because I woke up at four a.m. to prepare breakfast and lunch for my family, I started to work at six a.m. until ten a.m. and after that, I went to study from 1:00 to 6:00 p.m. My husband took our son to kindergarten and then I picked him up from my mother's house. I helped my son to do his homework and gave him dinner.

After my son was sleeping, I did my homework, I went to bed at 11:00 or 12:00 pm. I studied for six semesters, but unfortunately, my husband lost his job, so I could not study for some time.

Then, I got a better job that let me continue my career but at the same time, I entered at Universidad Santo Tomas, which offered a program in distance education, so it was perfect for me. Even though my husband was unemployed for some time, he never stopped supporting me. He was very understanding with me, because on many occasions I did not have time to cook, do housework or even go out as a family.

On my part, I hardly ever had a full-time job because I never had enough time to fulfill the role of student, teacher, mom, and wife at the same time and my husband always paid for my college. Not all this process was easy. I "sacrificed" my family time. My temperament changed when I had a lot of homework to do. However, my husband was always there for me. He has supported me in all the decisions I have made. All the details he had during these years have been some ways he showed me that he loved me too much. I feel very grateful for all this. I think God gave

me the perfect man for my life. It has been difficult for me to finish my career. After having my second baby, the time I had to study was limited. Almost two years ago, my third baby was born; of course, she needs a lot of attention. However, I have not given up. In addition, although due to every circumstance that has come my way, I have had to go a little slow with my studies, and I have always had in mind to graduate as an English language teacher. I hope this year; I can finally see this dream come true.

Subcategory Two: Mommy

“It was not an easy process for me and my family. To be aware that at any moment your newborn can die is a hard situation. However, I believe that everything occurs for a reason and there is a good purpose behind a bad situation. I was patient and I put my fear and anxiety in God’s hands. That decision was the only way we could trust that everything was going to be right.” (Narrative 1)

What does “being a good mother” mean?

Considering my experience as a daughter, I would say that my mother had a lot to do with the beliefs and concepts I have of myself. To be honest, some of the circumstances I experienced when I was a little child were not always the best. However, I learned not to judge what my

mother did nor did not. Nevertheless, I had a clear thing; I should not raise my children under her rules.

For me, a good mother is one who strives to give the best she has for her children. This does not mean that we do not go wrong on the way. It means being in a constant search to learn to form human beings capable of loving themselves and giving love to others. Because when we love ourselves and give love to others, we can be compassionate, respectful, and happy people. Since feeling comfortable with our own life and the satisfaction of being able to help others make us emotionally stable human beings. The education I received helped me to be the mother that I am today. In addition, at the same time, this upbringing influenced me to carry out homeschooling with my daughter.

When Mariana was born, I was an adult. I was a much more mature person than when I had my first child. When my older son was born, I was 18 years old and I was not very experienced. On the contrary, when Mariana was born, I was a mature mother and wife and I was wide aware of the importance of being a good mother. I was studying English as Foreign Languages at Universidad Santo Tomás and I had already had a wide experience as a teacher. These were other factors that influenced this decision.

The difficult situation I must face when my daughter was born, my teaching background, and the knowledge I had about teaching determined the way in which I decided to raise my child during her first years of life and the decisions I made regarding her upbringing at that moment. I could

not take Mariana home after her birth. She had to finish her development process in an incubator. This took almost two months. The period I had to spend in the hospital with my little girl was hard because she was always in intensive care and sometimes the diagnosis was not what I expected.

Narrative

“It was a difficult time for me. She was in intensive care for almost two months. There were some days where she got better but there were also bad days.

I prayed for her every night and I put her life in God’s hands”.

Every day, when I visited her in the hospital, I used to talk to her a lot. I expressed my love and read the bible. I used to say:

Mariana: “El señor te bendiga y te guarde, el señor te mire con agrado y te extienda su amor, el señor te muestre su favor” Numbers. 6 24:36 Narrative #1

Subcategory Three: The beliefs

God is the being who has given me everything I have at this moment. My family, my husband, my children, my parents, and siblings. People who are around me and make me happy are because God allows it. I remember putting my trust in God since I was a little girl. I loved going to church and spending time talking to him. I felt that he was listening to me as if he still does now.

Throughout my life, I have gone through difficult situations. However, I felt that God has always been with me and in every circumstance. I have found the right path to overcome every

problem. I think I could not do it if I did not have his presence in my life. Many people think that something extraordinary must occur to prove his existence but I am the kind of person who thinks that in the ordinary and common things that happen in our daily life God is showing his love for us.

I firmly think that God has helped me to make the right decisions. He has provided a job to me and my husband and thanks to him, we have had a good quality of life. God allowed me to live the experience of being a mother of three beautiful children and to be frank; I would need too much time to talk about the moments when I have seen that he works on my life.

When Mariana was born in the condition she did, I did not understand the reason why God allowed that circumstance in my life. I felt very sad and I thought that at any moment my daughter would die.

If I had not gone through these kinds of things, I would not have had the opportunity to live through all this wonderful teaching process and great moments I lived during the first years of my daughter's life. However, I kept praying.

After these years I comprehend the issues happening the way they should do, and everything happens for a reason so at the time we do not understand it. Sometimes I think about how my life would have been at the time of my daughter's birth if everything had gone normally.

Maybe I would have been focused on finishing my career and continuing my professional life. I would have missed the great experience of seeing my daughter with a great ability to speak and write two languages at the age of four years because I would not have had enough time to teach her. Her desire to learn, her excellent academic performance and emotional and cognitive development, which are thanks to the time I dedicated to my daughter.

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Main Category Two: Pedagogy and Maternal Experience

According to Ceka and Murati (2016) the role of the mother or woman as an educator is essential for the development of the child's identity. This role becomes more important according to some research than the marital status of the parents or the work they perform. The role of the mother can be divided into two functions. The first function has to do with the defense of the child, or physical protection, this is associated with medical care and conditions in which the child lives, allowing him to live in a healthy and safe environment. The second function is psychological, in which the mother is responsible for providing emotional security which is possible when the child is by his mother's side. Ceka, A. Murati, R. (2016)

Subcategory One: Teacher's training

“During this period, I started to read a lot about cognitive and motor development in children, and how I could contribute as a mother for a better performance of these processes in my daughter. My bilingual teaching process with her began when she was five months old.”

(Narrative 1)

I started my professional career at La Salle University: Licenciatura en Lengua Castellana, Inglés y Francés in 2008. I studied for six semesters there and started to learn two different languages: English and French. At that time my English level was very basic and I knew nothing of French. During the period I studied at that university I reached an intermediate level in English and a

Basic one in French. To be honest, I never liked French but I always had good grades. I learnt about the history of pedagogy and something that really shocked me was the fact that not long ago (70 years), women had little access to professional education. I could learn about the didactics of the three different languages. I really enjoyed these subjects because students must create material to teach different topics in their language classes. Many of us created games, workshops, and activities we could apply with different kinds of population: kids, teenagers, and adults and of course in different grades and levels. At that moment I was working as a kindergarten and primary teacher in a small school located in Villas de Granada and everything, I learnt at the university I tried to put into practice with my students. My first experience as a teacher was very nice because everything was new to me and the response of the children was

fantastic. They really liked my classes and the methodology and activities I implemented. I thought a lot about the strategies and resources I could use because I wanted to wake up the desire for learning in my little child. I learnt about Phonetics and Phonology and morphosyntax of the English language which was quite useful for me as a teacher to learn about the words and how they are formed.

Unfortunately, the family had economic drawbacks and for a short time I had to drop my studies. Although I sometimes worked in schools, the payment I received was not enough. Fortunately, Universidad Santo Tomás offered me the opportunity to study at a distance and the tuition was a little bit cheaper than the other universities in my country. Also, my husband helped me to pay for my career.

At university I kept learning a lot of things related to pedagogy of course. I remember one of the subjects I took at the beginning of my career. The content in the Virtual Learning Environment subject (Ambientes virtuales de Aprendizaje) allowed me to see how I could use technology to create interactive learning material; I discovered many technological tools I did not know and that have been very useful to my teaching job not only in schools but with my daughter too. I learnt about pedagogical models and the different ways of teaching. This helped me to study about different learning theories and relate them with the kind of teaching I wanted to offer in my pedagogical practices with my students and my daughter.

This topic has been very useful to comprehend how the learning process occurs in each stage and based on that apply the best methodology to contribute to the students' learning. Learning about different learning approaches helped me to know the kind of teacher I wanted to be now I started homeschooled my little girl and the kind of activities I was going to implement.

In addition, I could recognize pedagogical models that I would never implement in any teaching practice and that should not be implemented in educational institutions since in these models, students are relegated to being a repeater of concepts.

Constructivist theory influenced a lot of my pedagogical practice. This theory conceives the teacher as a promoter agent of the development and autonomy of the student. He must know the problems and characteristics of the operative learning of the students and the stages of cognitive development.

The teacher must respect student's mistakes and kids' learning process and not use reward or punishment as a teaching strategy. On the contrary, the educator should encourage children to build their own moral values and the need to learn. (Ortiz, A 2013).

Finally, the distance modality offered by the Santo Tomas University gave me the time I needed to be with my children, take care of them and carried out the process of homeschooling with my daughter Mariana. It has given me the opportunity to complete my studies at my own pace and in this way, I learnt a lot about teaching English as a second language at the university as I mentioned before. All the experience as an English and French learner and all knowledge about pedagogy made me develop the competences to be a teacher. Much of the knowledge in those subjects encouraged me to be my little girl's bilingual teacher. In the homeschooling classes, I could put into practice, approaches, methodologies, strategies, linguistics knowledge, etc.

In addition, while I was carrying out the teaching process with my daughter at home, I dedicated time to read about teaching toddlers specific and basic topics and skills they should learn during

this stage such as communication abilities, manners, potty training, be organized, be friendly, the alphabet letters, colors, shapes, numbers, body parts, manners, and other abilities important for them to acquire.

I did not learn how to teach some of these skills at the university for this reason I had to go beyond and get some of the information by myself from the books and resources I could find on the internet. I considered it important to name these skills I taught my daughter because I always taught her everything using both languages.

Much of the theory I learned at the university was useful to me to carry out this process of teaching my daughter at home. I read a lot about Jean Piaget and his theory of cognitive development. This one helped me to understand much better how children acquire their knowledge and how the learning process occurs in them through different stages according to their ages.

Finally, there is the Montessori pedagogy, which I consider was the most important basis on which I carried out the entire teaching and learning process of my daughter.

Education is not what the teacher gives, Education is a natural process spontaneously carried out by the human individual, and it is acquired not by listening to words but by experiences upon the environment. (Maria Montessori)

Maria Montessori thought that Education starts at the birth and that the first years of a child's life are the most important not only physically but mentally. The infant must have exposure in his environment with other people, he must be pampered and speak with love so that he grows up healthy and happy.

The Montessori Method establishes education as an aid for life. This exercise should be done as an accompaniment in the personal development and child's realization. This pedagogy sees the child as an actor of his own personal construction, a human being who must be helped to develop himself, always respecting his inherent qualities and personality. In this case the role of the educator is to accompany the child in this process, managing a balance between demand and flexibility. The main objective of the Education with this methodology is to improve the psychic life of children and the quality of relationships between adults and children. The more the educator focuses on the child and respects his development, the more receptive the child will be to the proposed education.

Subcategory Two: The bilingualism

My bilingual teaching process with my daughter began when she was five months old. I remember practicing early stimulation exercises while I was doing daily activities with my daughter such as giving her a bath or food. I talked to her in both languages. For example, to teach her name I said to her "Hola, Mariana" "tu te llamas Mariana ". Then I did the same in English: "Hello Mariana" "your name is Mariana". Sometimes, I named some parts of her body while I was giving her a bath. Every opportunity I had to talk to her I did it in both languages. (Narrative 2). The community and the purposes for which a person learns two languages must be considered to define bilingualism. There are several definitions that this word can have. A person can be bilingual when he speaks, read, and write in two languages efficiently, or a person who masters one language perfectly and has basic communication skills in the second language is also considered bilingual. (Genesee. 2007)

Bilingualism is a social phenomenon that can have different meanings. It can be understood as the use and learning of more than one language. There are various factors that determine the definition of this concept such as the sociological, psychological, or linguistic, which are related to the level of competence, needs, context, and the use of each language. (Cardenas. 2015)

The idea of teaching my daughter two languages arose when she was a little baby (five or six months) and I considered the possibility of speaking to her sometimes in Spanish and sometimes in English. At the beginning as I wrote in the second narrative, I started to say to her simple sentences using both languages. The nursery songs she listened to were usually in both languages. So, I took advantage of this to teach her some words in English and Spanish. This second narrative shows when I decided to buy some books in both languages for my daughter and start a reading process with her. These reading moments were learning and teaching experiences that together with the activities mentioned above and after analyzing all the data collected related to material and exercises, I developed with my daughter using the English and Spanish language allowed me to see that I had begun a bilingual process with Mariana at an early age.

I saw a great opportunity to teach my daughter Mariana two languages simultaneously. The circumstances I lived with her, the experience as a teacher for some years and my English level allowed me to carry out this process.

The first thing I considered important was to learn about the language acquisition in babies, how I could stimulate my baby to speak and say her first words.

Some of the resources I used more were books for kids, songs, activities based on Montessori pedagogy and communication in both languages.

At that moment I was living in Colombia and I knew that the only person who was going to speak to her in English was me, so when we were outside visiting the family, in the park or any other place I tried to communicate with her only in English. I was very disciplined to implement this process with Mariana. From the time she woke up to the time she went to bed I talked to her in both languages during daily activities.

And although I knew I was the only person with whom she spoke English, I never intended to put aside the teaching of the Spanish language. I alternated the days of teaching each language. I had that in mind every time I made the activity plan for the next day in which I rigorously organized the activities, songs, and themes that I was going to teach to her. Everything was planned; the language I was going to use every day, the letter my daughter was going to learn that week, the number, the topics such as family members, fruits, colors among others, songs and books were generally related to the learning of that week. I oversaw creating graphic material to be able to review what my daughter learnt daily.

It was very important for me to take this process very seriously and search for information about language development in children, the acquisition of two languages at the same time and the kind of activities and exercises that I could implement depending on my daughter's age.

During that time, I gave my daughter a bilingual education at home. I never saw that she had any problem or confusion with the languages she was learning. She used and answered in the language I asked her to use.

There is not much information related to bilingual education at home. However, some research shows how some aspects can affect the way parents teach their children at home when there is more than one language background in the family. One example is when families move to live in an English-speaking country but they have a different primary language. Some of these parents who carry out homeschooling decided to teach their kids English as a main goal but continue keeping home conversations in their mother tongue.

This means that usually parents focus on teaching English but they try to implement different strategies for their children to learn the language spoken by them and relatives.

On the other hand, there are other aspects that affect bilingual families that homeschool their children because not much information is related to how to implement bilingual education at home, however some of the effects of carrying out bilingual homeschooling are mostly positive such as learning about different cultures and English grammar, more interaction between family members and the ability to communicate in different languages. Some of the difficulties are related to the pronunciation and the lack of vocabulary in English.

I moved to the United States in 2018. I have lived in Miami, Florida for almost four years. I continued homeschooling my daughter for one year and a half more. In July of 2019 I decided to enroll Mariana in an elementary school. I think I made the best decision because I could offer my daughter the foundations and knowledge she needed to start the school during the years I had the opportunity to teach her at home. Another reason why I made this decision is because I did not know anything about the politics, rules, and curriculum to homeschool my daughter in this country and considering we are now living in an English-speaking country, and teachers usually

are native English speakers and she could improve her English skills. I decided she must attend school.

Mariana is almost eight years old. She speaks, writes, and reads in both languages. The only problem I see related to her communicative abilities is that sometimes she forgets some words in Spanish and mixes both languages when she wants to talk about something with me, her family members or people who speak Spanish. We try to use Spanish at home all the time but sometimes it is difficult because her homework is in English and the programs she sees are in English too. I read some books with her in Spanish and I bought some academic books in Colombia to reinforce this language. At this moment it is not easy to balance the teaching of the two languages because the amount of homework she must do (in English of course), the time she spends at the school and talking to friends in English, makes teaching Spanish not a priority.

Main Category Three: The student and the results

Statistics show that almost half of babies born prematurely around the world die in the first year of life. (Ruiz 2014). These babies usually have a slower growth during their first months of life compared with the term born children. This kind of birth can cause a great impact on the mother because of the high percentage of health problems these children can have.

After almost two months, my baby girl was finally outside the hospital. However, I had to take extreme care of her at home for another two months. She had an oxygen tank to breathe and I had to apply the mother Kangaroo method due to the low birth weight of my baby. She ate her food through a small tube that went from her mouth to her little stomach; I was never able to feed my daughter breast milk due to the time she had spent in the incubator when she was born.

(Narrative 1)

After ten years of being a mother for the first time, God gave my husband and I a beautiful gift. It was the blessing of being a mother of a pretty girl. This second pregnancy was not an easy process. I had preeclampsia and she was born in the seventh month. This was not easy for us. Mariana was in intensive care for one month and a half, and then I had to be with my daughter for another two months in a “kangaroo process”.

This means I must stay with her next to my chest the whole time. Many times, we do not understand why some situations happen in our life but during this hard process I always trusted in God and although I did not comprehend the reason why I was living this circumstance I remembered a passage of the bible in Romans 8:28. The words I found in this passage worked to give me strength.

When I saw my baby for the first time, I just wanted her to survive. I had not heard much about premature babies and the extreme care parents need to take with them.

During the first two months of my daughter's life, my only wish was for her to survive and overcome all the health problems that she had when she was born prematurely. I can say that her birth did have a great impact on me as a mother.

Now I see this time was worth it. God let me spend a special time with my daughter. Despite all the difficulties, this period was a great blessing. I could establish a deep relationship with her. I could enjoy her and know her much more. I think we established a great connection. Things must have happened that way at that moment. God wanted it that way. I would not change anything if I could do it. Thanks to the time I had with her I could put into practice the teaching and learning process I describe along these papers. Mariana learnt some psychomotor abilities a little bit later than other kids usually learns earlier such as sitting or walking, even growing. Her growth rate was a little bit slower. However, her cognitive development was faster; every time we did an activity, she was very enthusiastic.

She acquired many skills before turning five years old. She could write, spell, and recognize many words, numbers, colors, and shapes; she could make basic mathematical operations, and wrote her name very well too. In my opinion, homeschooling helped my child to develop these abilities faster. Parents, who are constantly promoting teaching-learning activities at home with

their children and in turn develop a healthy attachment with them, will be a key point for children to develop linguistic and cognitive skills that will strengthen their emotional, social, and academic skills throughout their life. Dickinson, D (2019, page 41).

I could see there are many benefits when parents decide to teach their children at home. The response of my daughter during the years I had the opportunity to teach her at home was always positive, and now that she is almost eight, I can see the results in her behavior and academic reports from the school.

Despite what many people say about premature infants, things like these children are hyperactive and have many health problems. Mariana is a very calm and obedient girl. When she was a baby, she spent long periods sitting in her baby swing playing with a doll, listening to nursery rhymes or watching cartoons. Her behavior has never been a cause of concern for me. It is easy for her to interact with other children, her behavior now that she goes to school is excellent as well as her academic grades.

Subcategory One: AT school in the USA.

In July 2019 she started kindergarten. In the United States children begin the school year in August. Before starting, children who come from a non-English speaking country must present a test to measure their English level. This kind of test is called “ESOL test” (English to Speakers of Other Languages), Depending on their score, children are placed in classrooms where they begin to learn the English language, or to improve it, or, if they have a very good score, they simply begin the year with native classmates or kids who speak English fluently and classes totally in this language. (Narrative 5)

To my surprise my daughter had a high score in English. This made my daughter begin the school year in classes totally in English. The comments of the teacher who tested my daughter were that she had a very good pronunciation, vocabulary and she had the ability of thinking in English. So, for that reason she didn’t need extra classes to improve her English level.

(Narrative 5)

My daughter Mariana studies in a K-8 center called Waterways. This means that this school enrolls students from kindergarten (ages 5-6) to 8th grade (up to age 14). This school combines elementary school (K 5/6=) and junior high or middle school (6/7 - 8). The school is in Miami, Fl. and belongs to Miami-Dade County schools.

Mariana started kindergarten at the age of five years old in August of 2019. In the United States the school year begins in the middle of the year.

When she started school, she did it in a class with a nonnative speaker teacher. This teacher was from Colombia but she had an excellent fluency in English. However, she was with the kids who came from non-English speaking countries who did not speak English and did not have knowledge of the English language. In this classroom the students start a process where they learn English and the rest of the subjects at a slower pace while improving their communication skills in English.

Kids who come from a non-English country must take an exam which determines their English level and based on the result these children have, they are reassigned to other classrooms with kids that have a similar English level. All kids can take this exam.

The name of this exam is the ESOL test (English to Speakers of Other Languages). This test is made by a teacher who tested students in the four different abilities: speaking, reading, listening, and writing and based on the score, and a survey to the parents about the use of languages at home determines at what level each student is.

When Mariana took the exam, I was sure that she had good abilities in English, however I knew she needed to improve these skills. It was a surprise for me when I received the report and the teacher's comments that said that Mariana had very good abilities in English and a very good proficiency in the language. For this reason, she did not have to take any language classes and had to be reassigned to another class.

I cannot deny this notification made me feel very proud of my daughter who always had a great attitude while she was homeschooled. At that moment, I saw that the effort I had made during those years had been worth it.

The first year at school was not easy for her. Not because of the activities or homework but because she was used to being with me. During the first three months I had to leave her at the entrance door and saw her crying because she did not want to come into school. She did not have many friends but she had a special one with whom she shared the rest of the school year. After this period, she finally adapted to school and enjoyed attending classes and doing homework. This was in kindergarten from august 2019 until May 2020. In March 2020 the pandemic had already begun so she had to finish her school year studying from home and starting first grade taking virtual classes. I helped her with the activities during the class and homework she must do.

Children returned to school In October 2020, taking all the necessary precautions, she continued her first grade attending school, some months later I received a call from the school to inform me that Antonia was going to take a test to check her reading and math abilities to know if she had the skills to be assigned in gifted classes.

These classes have to do with receiving more advanced classes than the regular ones, this means that a greater number of topics is covered at a faster pace. We received the results when she had already started second grade. I had a meeting with some teachers and psychologists. They explained to me the results my daughter had gotten and told me she had the cognitive ability to be in gifted class. I feel very proud of her. I accepted the switch of the class for third grade. For now, she is finishing second grade in a regular class.

Findings and Interpretation

Family is everything. The person we are now is thanks to our family. Family is the people who you can count always at any time. They should be the most important for every human being because the way we communicate and the relationship we have with our parents, our siblings, our children, or the people we consider our family is what we must give to other people around us. A husband and wife have a great responsibility when they decide to become parents. They are the people in charge to educate their children and to teach those values such as respect, solidarity, service, empathy, and other aptitudes important to live in a better world. On the other hand, they are in charge to help them in their cognitive development which is an important part to become a competent human being in the future. God is our creator. He gave us the life we have now. He gave me the family I have, my children, my parents, people who love me. I feel He gives me the strength I need every day to wake up every morning and continue growing and evolving as a human being. Seeing him as a God of love gives me faith. I constantly need to believe that there is a superior being by my side who loves me unconditionally and allows me to be in this world to do good things for others.

Teaching my daughter from home was an enjoyable and constructive experience. We both learned a lot from this beautiful experience. Having the opportunity to be involved in my daughter's learning allowed me to learn more about each stage of her cognitive development. And although sometimes many circumstances such as time or money can be an obstacle to carry out homeschooling, it is interesting and enriching for a mother to participate in this process.

During this experience I could see the great communicative abilities children have. My daughter acquired both languages without any difficulties. I taught her to write, to read and to speak. For me, it was very important to apply appropriate strategies and arouse her curiosity to learn, respecting her learning pace. I always kept in mind to teach my daughter both languages in a natural way, with no pressures and to make her feel comfortable during this process.

Mariana always showed a great disposition to learn. I never forced her to do something she did not want. I think one of the strategies that really worked to encourage Mariana every day was to show her learning through play.

Conclusions and Implications

Homeschooling experience

In reference to homeschooling, I can conclude that it was not an easy task, but I would repeat it a thousand times more. Homeschooling requires discipline, willingness, love, and passion to teach. This learning process with my daughter allowed me a more conscious and responsible upbringing because we get deeply and directly involved in the cognitive development of our children. When this teaching experience is practiced with love and disposition, the effects on the life of the child and the mother will be positive.

I could reflect about what homeschooling means. It allowed me to recognize everything that implies carrying out this pedagogical practice at home, the different roles assumed by the person (generally the mother) who is in charge of carrying out this work with her children, since in my case, I became a mother, a teacher, a wife and a student. I could determine that the role of the mother is fundamental in the learning process of her children, regardless of whether she implements homeschooling or not.

All the experiences lived during this process help me to encourage other mothers to implement this practice with their children. This work enriches not only our role as a mother but also our teaching work, homeschooling helps us to understand learning from home and the family environment, and the cognitive development of children more thoroughly.

On the other hand, I invite mothers of this program carry out homeschooling with their children, because in this way we could understand education from two different points of view, as a mother and as a teacher, we could recognize the difficulties involved in teaching English in the family environment in our country, since many of our students do not have a bilingual mother, and it would help us to create strategies that contribute to the learning of our children and our future students.

As a researcher

This narrative research allowed me to comprehend the homeschooling phenomenon and everything that implies carried out this practice at home. This investigation was a way to share my experience as an English preservice teacher with my daughter, analyze, interpret and comprehend all this teaching and learning experience from my home environment. I could determine important aspects to take into account in the cognitive development of children through the reflection and analysis of instruments.

Through this research project I could see how useful narratives are in the investigation field. The narration of the homeschooling experience with my daughter was helpful to recognize the importance of understanding the different stages of cognitive development, learning contexts and familiar environments of our students. On the other hand, this investigation helps me to support the idea about the great influence a mother has in the learning process of her children. These reasons are strong enough to promote this kind of research to other students.

Contribution to the Licenciatura en Lengua Extranjera Inglés and the Subproject Two.

My specific research field was The Use of English Language and its Context: The Voices of the LLEI realities: Life Stories and Experiences. I think through this research other students and mothers who belong to this program can identify the different contexts and scenarios in which bilingual education can be carried out. This research project was useful to identify the advantages that mothers of this career have to help their children to have success in the learning of a second language and in turn improve their pedagogical practices in the school environment. The experiences narrated in this paper worked to identify the importance of recognizing the various methodologies that we can apply to teach a second language to kids which are seen and analyzed throughout this career and help us to apply a more contextualized education. Finally, this research project is key to understanding the context and familiar environment of many students of this career, the multirole that many women of this degree like me perform for five or more years while we finish our studies and the great effort we make to succeed and graduate as teachers.

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Appendix

To see the instruments and analysis, please visit the following links:

Appendix 1:

https://docs.google.com/document/d/1tzN3ohfXhHQf5ThsA-i3o-BQqQkez_GA/edit?usp=sharing&ouid=106903325736600935084&rtpof=true&sd=true

Appendix 2:

<https://docs.google.com/document/d/17ZPuuTcosFj0EcFiFimpYYgympnO0ULk/edit?usp=sharing&ouid=106903325736600935084&rtpof=true&sd=true>

Appendix 3: [https://docs.google.com/document/d/10UJJ6k-](https://docs.google.com/document/d/10UJJ6k-lq_oj3JGtdtwCdFVp14QqSCU/edit?usp=sharing&ouid=106903325736600935084&rtpof=true&sd=true)

[lq_oj3JGtdtwCdFVp14QqSCU/edit?usp=sharing&ouid=106903325736600935084&rtpof=true&sd=true](https://docs.google.com/document/d/10UJJ6k-lq_oj3JGtdtwCdFVp14QqSCU/edit?usp=sharing&ouid=106903325736600935084&rtpof=true&sd=true)

Appendix 4:

<https://docs.google.com/document/d/169zLvIpemQcX8358FCqvecnWYMpv77tA/edit?usp=sharing&ouid=106903325736600935084&rtpof=true&sd=true>

Appendix 5:

https://docs.google.com/document/d/16KbmJfuozsUD4H-ZJDhu6FE_Q9ddyV9_/edit?usp=sharing&ouid=106903325736600935084&rtpof=true&sd=true