

STORY OF AN ELEMENTARY TEACHER IN MANOTE ALTO-BOYACÁ.

## **Life story of an elementary teacher in Manote Alto-Boyacá.**

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A research report submitted in partial fulfillment of the requirements for the degree of

Licenciado en Lenguas Extranjeras Inglés

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Licenciatura en Lenguas Extranjeras Inglés

Decanatura de División de Educación Abierta y a Distancia

Facultad de Educación

Chiquinquirá, Boyacá 2022

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## STORY OF AN ELEMENTARY TEACHER IN MANOTE ALTO-BOYACÁ.

**Abstract**

This narrative study describes, analyses and reflects on the Professor Manuel's life story. I narrate the experiences of this teacher. It is important to say that he is not an English teacher but a physical education recreation and sports teacher. He actually teaches in an elementary (multigrade) school in the rural sector of Pauna in the department of Boyacá in Manote Alto village. Thus, this research focuses on the narrative research of a life story in order to answer the research question that guides the study: How does the life experience of a physical education and sports teacher in elementary school contribute to English teaching in a rural school in Manote Alto Boyacá Colombia? The data was collected based on the instruments suggested by the Narrative design. This includes two written narratives, two interviews, a frame, and multimodal data. This report also exposed that the teacher has transformed his identity, from his experience as a country man, a physical education recreation and sports teacher (PERST) and an English teacher. And also, the results contributed to show the instrumentalization of the English, and the importance of training teachers in rural areas to improve the quality of education in the foreign language. Finally, the results evidenced the difficulties that the teacher had to face during the pandemic when teaching English.

*Keywords: elementary school, English teaching, experiences, life-story, Physical Education, Rural school/education*

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**Resumen**

Este estudio narrativo describe, analiza y reflexiona sobre la historia de vida del profesor Manuel. Narro las experiencias de este profesor. Es importante decir que no es profesor de inglés sino de educación física recreación y deportes. Actualmente es profesor en una escuela primaria (multigrado) en el sector rural de Pauna en el departamento de Boyacá en la vereda Manote Alto. Así, esta investigación se centra en la investigación narrativa de una historia de vida para responder a la pregunta de investigación que guía el estudio: ¿Cómo contribuye la experiencia de vida de un profesor de educación física, recreación y deportes en la escuela primaria a la enseñanza del inglés en una escuela rural de Manote Alto Boyacá Colombia? La recolección de datos se realizó con base en los instrumentos sugeridos por el diseño Narrativo. Esto incluye dos narrativas escritas, dos entrevistas, un marco y datos multimodales. Este informe también expuso que el profesor ha transformado su identidad, desde su experiencia como hombre de campo, profesor de educación física recreación y deportes (EFRD) y profesor de inglés. Y también, los resultados contribuyeron a mostrar la instrumentalización del inglés, y la importancia de la formación de los profesores en las zonas rurales para mejorar la calidad de la educación en la lengua extranjera. Por último, los resultados evidenciaron las dificultades que el profesor tuvo que enfrentar durante la pandemia al enseñar inglés.

*Palabras clave: escuela primaria, enseñanza del inglés, experiencias, historia de vida, educación física, rural.*

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### **Contextualization**

The context of this research takes place in Manote Alto a village in Pauna, a rural western municipality in Boyacá- Colombia. It is important to point out that, Manote Alto is a place where wild animals like snakes, spiders, opossum, armadillos, etc. are widespread along the municipality, thanks to the diversity of weather and land conditions, and then, no matter what, students and teachers have to face often those species that can be dangerous but challenging for them. This life-story focused on the narrative study of the experiences and perspectives of a rural and Elementary school teacher in the rural zone of Manote Alto.

To contextualize this research, the participant whom will be call Manuel henceforth to protect his privacy, is a male who has been working in the pedagogical field since 2005, he is 47 years old and currently lives in Chiquinquirá. Manuel must travel to work in Manote Alto, a village of the municipality of Pauna (figure1). This village is located in the western province of the department of Boyacá. He was born in Caldas, another rural municipality of the aforementioned province, which also shares border with the place where this research is located. Manuel studied the elementary and high school, in a rural school, so he knows how is rural learning from his personal view. After that, he stayed in the countryside working there to pay the university check.

### **Figure 1**

*Chiquinquirá- Manote alto Road Trip*

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He graduated from Universidad Del Tolima, where he studied Physical Education Recreation and Sports. Subsequently, he studied and postgraduate in Informática Educativa. He also holds a master degree from Universidad Pedagógica y Tecnológica de Colombia. The teacher enjoys learning including English, because he has to teach that language at the school where he works. He has to teach all subjects to children from zero to fifth grade in a unitary multigrade rural school.



**Figure 2** Hexagonal tables organization in Escuela Nueva

Manuel teaches at Institución Educativa de Desarrollo Tecnológico Agropecuario in Manote Alto. This institution is oriented under the parameters of a Multigrade and unitary school, which promotes the implementation of the pedagogical model called Escuela Nueva. It means that there is one teacher to teach all subjects to all levels of preschool and elementary. In this type of education, students are organized on hexagonal separate tables depending on the grade they are (illustrated in figure 2). There is one student in Kinder, three in first grade, three in third grade, five in fourth grade and two in fifth grade. According to (Dharssi, 2018) multigrade or unitary schools are that kind of schools where

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students of different levels are all taught together by a unique teacher. Those schools are generally placed in rural zones or remote areas with little access to technologies and without great economic resources.

The students at Institución Educativa de Desarrollo Tecnológico Agropecuario in Manote Alto have different conditions. For example, students must walk long distances to attend to the school, crossing rivers or forest in some cases. Since the class is divided by grade, there are not many students in each grade. Although, students must wear uniforms; they must carry extra clothes, pants and jackets to walk through swampy areas. Students in Manote Alto develop countryside labors, such as, plowing, sowing, harvesting and taking care of the domestic animals.



*Community building a new classroom*

On the other hand, the community in Manote Alto is main part of the school, for example, in this emergence due the Covid-19 pandemic, people abandoned the school because no one attended classes due to the biosecurity protocols that the minister of education had promulgated. Thus, the building was not able to fulfill the rules of social distancing, to avoid close contact with people and consequently the virus

transmission. So, both teacher and community (students' parents) contributed economically to rebuild a new big classroom where students could attend classes safely.

Thus, it was interesting to explore a different perspective of English language teaching in a rural context, in this case, Manote Alto. Moreover, highlighting the fact that Manuel the protagonist of this research is not prepared to teach a foreign language. However, the educational

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policies demand from teachers like Manuel to teach all subjects, even if they are or not trained to do it. Therefore, the idea of this narrative research emerged when realizing that teacher Manuel must be an English teacher, even though, he is a teacher of physical education, recreation and sports (PERST). In that sense, it was difficult to find studies that could support this research. Thus, this investigation contributes to give voice to Manuel by narrating his experiences teaching English, but also reflecting on education in the rurality.

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### **Research Statement**

The research idea of presenting a life story study of a teacher emerged from my interest of documenting experiences in the field of teaching languages in rural environments. This interest was pushed by my own proximity to the context since I lived in Caldas, a rural municipality in Boyacá. Although I did not study there, I was curious about discovering how English was taught by not language teachers under the light of different places from the urban zone, combined with the language implication since I am a pre-service teacher of Licenciatura en Lengua Extranjera Inglés at the Universidad Santo Tomás. To achieve the objective, I decided to narrate, analyze and reflect on Manuel's experiences teaching English in a rural school, in Manote Alto- Boyacá when he did not know how to do it.

This study focused in the life-story of Manuel, a teacher who has been working as a teacher in Manote Alto rural school for more than fifteen years. This research is the recompilation of biographical narrations that covers the participant's childhood, school and university time, his beginnings in the pedagogical field as teacher, his experiences and perspectives about the English language teaching, and his personal life. I studied all these elements to understand the person and the formation of his identity as teacher. Besides, it contributes to help me to understand the process of teaching English as a foreign language (TEFL) in rural contexts but can also serve others as a reference through their path of becoming teachers

Moreover, this research is relevant since it gives voice to people that are normally unheard, in this case the life-story of an elementary teacher, his experiences, opinions, frustrations and feelings about English Language Teaching in a rural teaching educational context. For this reason, the current investigation belongs to the research field the study of

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English and its contexts, under the light of the macro project understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers' pedagogical contexts, which focuses on the voices of the LLEI realities: life-stories and experiences.

I hope that this research can provide readers with an understanding of common teacher activities and preparation prior to teaching. In addition, it may help to address the difficulties that are part of a teacher's daily performance.

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### **Research Question.**

How does the life experience of a physical education and sports teacher in elementary school contribute to English teaching in a rural school in Manote Alto Boyacá Colombia?

### **Research Objective:**

It is important to have a direction that can help assertively with the development of the research idea. In consequence, the objectives that directed this inquiry are:

- To give voice to the life-story and experiences of a Physical Education Recreation and Sports Teacher (PERST henceforth) teaching English in a rural elementary school in Manote Alto- Boyacá.

### **Specific objectives:**

- To narrate the PERST experience and pedagogical practices in a rural school of Manote Alto-Boyacá.
- To analyze the implications of being an English language teacher in a rural school (Manote Alto- Boyacá).
- To ponder about the main participant's life story and experiences.

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### **Literature Review**

This chapter presents the theory and discussion of the constructs in which the project is framed. Researchers know that literature review is necessary to better understand the study phenomenon from different perspectives and contexts. In this sense, through the literature review I can focus on the study from its theoretical bases, on their contributions to the English and pedagogical field to better understand the subject and context of study of this research. As the main constructs presented in the research question of this study has to do with life-story of an EFL teacher, it is relevant to highlight the importance of teachers' practice as one of the main actors of those pedagogical practices. Thus, the main constructs that support this inquiry are: Physical Education recreation and sports, Elementary school in rural contexts, and EFL teaching.

#### **Physical Education recreation and sports**

Physical Education, recreation and sports is a fundamental area of the National curriculum established in the Ley General de Educación 115 (National Ministry of Education, 1994). According with the Curricular Guidelines (National Ministry of Education) the Physical education is recognized as a social practice of the personal growth as a total in every dimension, of the subject. According the NME the objectives of this area are centered in the human and social development, in a project that privileges the human dignity, quality of life, culture and knowledge development, and finally the capacity of action and democratic participation (n.d.).

In this area, as well as the others, teachers have freedom to apply their own guides in order to make education process more effective in relation with participants and the context where it is performed. However, it is more than this, because it involves dimensions that involves more than body strength, it is related too with psychological and mental health. In relation with Teaching English as foreign Language, the formation in Physical education can be very helpful

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because PE as an area that includes every dimension of the human being, it allows to make a connection between language and the action, which helps to understand commands that helps to understand English.

### **Elementary school in rural contexts**

As the core of this research is to pay special attention to Manuel, a Physical education, recreation and sports teacher and his experiences in a rural context teaching English. I intend to present the life-story, experiences, and reflections of Manuel upon being an English Teacher in a rural elementary school in Pauna- Boyacá. Having in mind his academic preparation and his role as teacher in a specific rural school, and the performance as English teacher being a professional in Physics Education. Therefore, by the knowledge of this facts, it can be inferred that the teacher does not have the proper instruction to teach a foreign language because his academic preparation in the pedagogical field.

The Colombian government recognizes the gap in coverage and quality of education between rural and urban contexts in The Plan Especial de Educación Rural. According to DANE by 2017, 23, 28% of the total population of the country lived in rural zones, which signifies more than 80% of the national territory. Moreover, this population lives with high levels of poverty in matters of education, health, work and habitability conditions (National Ministry of Education, 2018)

Having in mind that this inquiry is about the life-story of a teacher working in rural areas, it is important to have in consideration these statistics and data, because we have to consider that education - in theory- must be implemented in function of the context and the necessities of it.

To fill that gap, the ministry of education has designed a model called “Escuela Nueva” which in words of the Ministry of Education is School-based model of formal education,

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with responses to rural multigrade schools and to the heterogeneity of ages and cultural origins of students in urban-marginal schools. Model that allows offering the five grades of basic primary education with quality, in multi-grade schools with one, two or even three teachers. (National Ministry of Education, 2021)

This model with Colombian origin, designed by Clara Victoria Colbert and Oscar Mogollon in 1975 which make a point of understanding more than just memorizing contents, besides the development of social skills (Hamdan, 2013). In this model students work individually, oriented by the teacher who offers the opportunity to develop an active learning determined to the rhythm of the student; thereby, the learner can participate in classes and generate cooperative learning (Vargas, 2017). However, Barrios (2013) revealed that although the implementation of this model had effects that transformed the conceptions about school, the teaching practices of teachers in institutions, elementary school and infancy; some parents in rural areas, did not think that this model could be reliable in the school, because they were educated under the light of traditional pedagogy. Thus, the resistance to new models can difficult the educative process, and the performance of teachers.

### **EFL Teaching**

The National Ministry of Education (NME) recognized the importance of foreign languages, taking English as the principal of them; NME states that:

The learning of foreign languages is required for research, since much of the knowledge generated in the world is published in languages other than Spanish, mainly in English. Likewise, English is a language that increases its prominence as a language for business and work. Likewise, many of the cultural and entertainment options can be accessed if foreign languages are mastered (2018).

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Since 1994, in the General Education Law, the government established as mandatory the area of Humanities, Spanish language and foreign languages for basic/elementary and middle school (National Ministry of Education, 2018). By 2006, the ministry publishes the guide N° 22, which contains the Basic Competency Standards in Foreign Languages: English, that -in general terms- was oriented to achieve a communicative level of English (Guía N° 22). Then, by 2016 the NME issues a suggested syllabus for the English area for middle school and the “Mallas de Aprendizaje” (National Education Ministry, 2016) for preschool and elementary school, which represents a guide for teaching and base of achievements established by the “Colombia bilingüe” program (Equipo Colombia Bilingüe , 2016). After that, by 2018 the NME claimed the importance of foreign language in the National Bilingualism Program (NBP) as way of communication and interaction with others, as well as path to generate more opportunities and development for people enrolled in the Colombian Educative System. However, this proposal of showing the English language as a requisite to enter into globalization progresses is overrated.

About this, and the adaptation of the NBP in rural areas, Roldán and Peláez (2017) stated that even though these politics highlight the importance of foreign languages, there is a resistance based in the way they were thought, shaped and implemented. Besides, they have not reported many advances in the achievements that were established. Particularly in Colombian Rural areas, there are not many evidences of how the NBP and other politics have been implemented or perceived by communities.

### ***The EFL teacher***

The MEN (2016) in the document of “Lineamientos Curriculares, Lenguas Extranjeras” establishes that:

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Teachers must be professionals in education, characterized by a high level in his self-esteem with a clear professional and cultural identity, conscious of his function towards the social transformation and the permanent search of knowledge to the perfection of his pedagogical competence (National Ministry of Education, 2016, p. 44).

The teacher must have the following characteristics concerning the language (2016):

- High-level management of the foreign language that is intended to teach.
- Knowledge of learners (individual characteristics) which is determinant in the significant learning of the foreign language.
- Wide knowledge and management of the teaching learning processes in general terms and in particular in the foreign language.
- Knowledge on the didactic techniques and effective strategies to facilitate language learning.
- Functional employment of the communicative competences (reading, writing, listening and speaking) of the foreign language.
- Applicability of the foreign language: culture, methodology, pedagogy on foreign languages.
- Knowledge on linguistic theory related with the methodology for T-L of the language.

Based on the aforementioned, it can be inferred that the EFL teachers have to have wide preparation on the field they are working, because they have to know what approach, techniques and methods are the best concerning their students' necessities and other factors that can influence the TEFL (Teaching English as Foreign Language) process. Moreover, the teacher has to be prepared in linguistic terms, such as: psycholinguistic and sociolinguistic; in order to transmit language effectively and at the end the acquisition in learners. Additionally, the teacher has to be innovative when teaching a language, supported in the design of projects that contribute the improvement of education. To achieve this, it is important the training that teacher

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can have at the hour of performing in the school, because the educator knows the diverse application of techniques or methods that best fit the learners.

### *The EFL teacher in elementary schools*

Teachers in elementary school usually teach a variety of subjects. However, these teachers are not specialized in English or other languages. In consequence, there is a difficulty to the access and motivation of the learning of the L2 (British Council, 2021). As it was claimed by Clavijo (2016) in an article that deals the issues with the TEFL, she said that policies in Colombia had given mistakenly the responsibility of teaching English to elementary school children, even though they are not certified to do it (p. 7). Clavijo also expresses that this decision relies in the isolated vision of language that is not contextualized vocabulary making a simple adaptation instead of having certified teachers to teach the L2.

Following this thread, during the interviews Manuel referred to this situation, he remarked that there are events in which teacher and its practice are limited by external difficulties. For example the electric supply; stating that sometimes he had planned an activity but without electricity is impossible to carry it out, so he has to change the activity and move to plan B.

Therefore, students are prejudiced by the unethical position in which teachers stay by the policies that does not provide the capacitation to elementary teachers, or opportunities to actually qualified English teachers to teach students with quality (Clavijo, 2016). This is a real perspective of the conditions of the TEFL and EFL, this can explain the low level of English in which the country is globally (Chacón, 2021). In consequence, it is necessary to educate language teachers to reach an appropriate level in the L2 to teach good English in order to improve the level of proficiency.

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*EFL Teaching in rural elementary schools.*

Buitrago (2017) asserts that in Colombia, we find that in rural areas there is only a teacher by school (unitary school), who is the person in charge of teaching all the courses in different levels, and sometimes teacher is not prepared for teaching English Language. Which comes to increasing the gap in the quality of education evidenced in the Pruebas Saber 11, that by 2016 the media of the general score for rural zones was twenty-three points below the city's score. (ICFES, 2017)

Following the thread, according to Clavijo (2016) the Colombian education, both in public and private sectors shows a critical status regarding the preparation of pre-service teachers and the application of national standards for foreign language teaching. This is explained through the preliminary preparation of university students of the language education based on pragmatic and structured learning, which is leaving aside the contextualized and critical model of education in real educational settings, where innovation and diversity are necessary for pedagogical practices. In this research is presented a particular case, the participant -Manuel does not have a preliminary preparation for the work of teaching a foreign language. Originally, he is graduated in the Bachelor of Physics Education, also he is a teacher in a rural primary school as unitary teacher, who is in charge of all the subjects (including English) in different levels. Even though all his competences as a physical and sport teacher and his love for his students, he is unable to involve his students in a meaningful teaching and learning process.

In the same way, Clavijo (2016) also reflected about the educational Policies and the opportunities given to professionals that are not graduated from a bachelor degree in English language teaching of teaching in elementary schools. In addition, she takes in consideration the different attempts of Government to implement policies in order to achieve the goal of

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international tests, or the National Bilingualism Plan, which were futile when the application of those policies are in hands of unable professionals.

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### **Research Design**

From the perspective of telling life-stories and experiences of a teacher, the research design that best fits my proposal and the Microproject is narrative inquiry. Barkhuizen, Benson, and Chik (2014) established that “teachers and teacher educators write about their practice for professional development (as teachers or researchers)”. Since they are human beings who have feelings and carry experiences and stories that have to be told, in order to guide and show the reality of educative field, from a professional perspective in this area. In that sense, this research is a contribution to the educational practice and knowledge enrichment of pre service and in-service teachers.

It is a type of research design that allows me to describe life stories as a way to improve my own self-reflection upon teaching and learning. Moreover, the narrative design gave me the best way to answer the research question that conducts this research, because it provides me the tools to investigate the study phenomenon through the narration and analysis of stories; in this case the perspectives and experiences of a PERST teaching English in a rural and elementary school in Manote Alto Boyacá Colombia.

To exemplify life-stories Gómez (2019) a pre-service teacher in Chiquinquirá- Boyacá carried out an interesting research, which tells a regional tutor’s life-story and experiences. In this inquiry, the author aimed to explore the distance education in rural environments from the narration of the life-story, experiences and reflections of an English regional tutor from CAU Chiquinquirá at Universidad Santo Tomás.

Between Gómez findings, it highlights that the narration of life-stories helped to the understanding of educative process, because they give a wide range of contexts that contribute to rethink education and search techniques that are more pertinent and tools according to reality in

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which the teacher's toil is placed. Moreover, she concluded that everything the participant of the research did in the classroom and how she managed the classroom and students' interaction is constructed by past experiences (during the school, university and in-teacher time) the environment, the time and more settings that configure the teaching exercise (2019).

Additionally, Gómez (2019) found that when teachers share their stories about their experiences, they give many information and knowledge to the researcher about the socio-academic context where the participant works. In this way, the narration of life-stories can provide a good comprehension of EFL teaching, learning. Moreover, what they consist of; which can generate tools and techniques that help to understand and adapt pedagogy to a certain context or reality. Subsequently, this research made me reflect that life stories can go deeper within the simple narration of events and thoughts, in this way the narratives described here can help future teachers like me when they become practicing teachers and their teaching practice begins. Moreover, what they consist on; which can generate tools and techniques that help to understand and adapt pedagogy to certain context or reality. Subsequently, this research made me contributed to mine guiding me in to the reflection that life-stories can go deeper inside the plain narrative of events and thoughts, because these narrations can help future teachers like as me when they will become in-teachers and their practice as professional starts in real contexts.

In the same way, in a research carried out in Colombia in an adult English program with special settings, Ubaque (2015) an English teacher that conducted a research with ten adult students in a non- profit Institution in Bogota Colombia. Ubaque intended to explore experiences and identities in the English as Foreign Language context to understand how they emerge having in consideration the act of positioning in an in-situ perspective.

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Among the findings highlights the importance of the life stories regarding the teaching and learning processes, in the sense that it served as tool to understand how the identity regarding EFL learning space, thinking about students as a subject with the ability of acting and interacting (Ubaque, 2015). Furthermore, Ubaque (2015) exposed how these narrations contributed to wonder how the different positions towards the students represented comprehension ways, and helped the teacher to rethink the learner role as owner of linguistic knowledge and contributor to the learning process.

Besides, Ubaque explains that this narrative allows the access to educational process as experience in multiple context and time, showing him more information and a clear perspective about their positions about the ELT and EFL. Finally, he brings up the importance of knowing the context and learner's life story to encourage them to learn a foreign language, and to characterize the role importance of teacher's role in the classroom (2015).

In virtue of that, and giving voice to this teacher, this research could help to capture the characteristics of the activity of the teacher in this context, with particular settings. On the other hand, it is important to portray the experience of a teacher, and stories because they are the center of the narrative inquiry activity. In that the sense, it contributes to guide the research process through feelings and the narrative of an educator who has faced different scenarios and circumstances while being a language teacher.

Therefore, through the recompilation of the data, it provides information to reflect on for the reflection of the importance of the contexts and its direct influence on in language and, hence, in teaching labor. So that, this study provides me with knowledge about teaching and the rural context that can help me in my performance as a teacher it contributes to the own path as a teacher, and future generations of English pedagogues in rural areas. Due to what this the life-

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story could can reveal me, as student of a bachelor and future teacher, I could get a better understanding of the academic and social environment through this teacher's experiences and perspective, and vision of a current teacher. In particular, the description of the role of a teacher, his difficulties in the classroom, what he has lived with in terms of his students, the educative process, the limitations, and frustrations, particularly, allowed me bestow to rethink the process of teaching and learning English.

On the other hand, this research design helps me to carry out and explore the research objective: To give voice to the life-story and experiences of a Physical Education Recreation and Sports Teacher (PERST henceforth) teaching English in a rural elementary school in Manote Alto- Boyacá.

Then, the narrative study of this proposal reveals the realities of language in the context where it was applied, because it concerns about the experiences of a real teacher in a real context, in the case of this research Manote Alto in the western of Boyacá- Colombia.

The Narrative inquiry through various disciplines and some professional fields, aims to understand and catch up the experience through conversations, dialogues and correlation. (Barkhuizen, Benson, & Chik, 2014). In concordance to that, I collected information through two oral, two written and one multimodal narrative that allowed me to set a dialogue and achieve the objective of this research.

In that sense, it was necessary to establish a relationship between the researcher and the participant and create meaning through the biographical and autobiographical approach of the research design. Besides, his experiences and perceptions upon the teaching life of a teacher in Manote Alto in Colombia helped to give voice to a sector that is normally unheard.

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### **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 Manuel, was already in story form.

To collect the information it was necessary to make use of the suggested instruments that best fit my proposal and the necessities of both participants of this research. In consequence, the instruments facilitated collection of data and reconstruction of the biography of the participant. Barkhuizen et al. (2014) Proposed three types of narratives and instruments to collect them, they are oral, written and multimodal narratives.

Oral Narratives are mainly collected through interviews but they are usually complemented with other data collection method (Barkhuizen et al, 2014). In this research, I collected information through two semi-structured interviews, which are the most used format of interviews in language teaching and learning research. For these interviews, I designed a guide of questions, previously written to lead the way of the instrument. However, I had freedom to introduce additional questions to precise concepts or gather more information during the process of interviewing. The first interview was held in November 2020 and the second one in February 2021 (see appendix C).

According to Barkhuizen et al. (2014) the researcher can gather written narratives through Language learning histories, autobiographical writing, learner diaries, teacher narratives, and finally narrative frames (2014). In this inquiry, I chose to collect information by using one written narrative (autobiographical) and one frame that will be described in more detail below. The design and objectives of those instruments are available in the annexes.

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According to Barkhuizen, Benson and Chik (2014) Multimodal narratives are “constructed by more than one mode”, in other words a multimodal narrative is the articulation of visual or external material with other types of narratives. For this type of texts Barkhuizen et al, (2014) use instruments such as, visual elicitation, multimedia language learning histories, online language learning histories, and group discussion. In this research, I used one multimodal resource that helped me gather information about teacher understanding of language teaching.

Then, I analyzed the gathered information to draw impartial conclusions about the individual’s life-story. In order to carry out the inquiry, this research was based in qualitative documentation from a specific context, the principle of trustworthiness of research, and the inquiry about the life-story of teacher Manuel.

### ***Frequency and length of data collection:***

The duration and featuring of the data collection in this inquiry were sequenced over a period of time beginning at the end of 2020 and ending in July of 2021. The teacher was working at the time and the application of the interviews and the written narratives were developed concurrently, depending on the availability of the two participants of this research and the different questions that arose during the research process.

The principle of trustworthiness leads the validity of the documents and the transcriptions of the data collection instruments, in this case the semi-structured interviews, avoiding the subjectivity or partiality when designing instruments. In the case of narrative frames, they were designed in order to avoid bias in the information gathered. In this stage, it was important to design having in consideration the use of language of participant and the comfort and fluency of both parts in the interview. So, the language was carefully selected to avoid misunderstandings in the information was Spanish, the mother tongue of both, the participant and the researcher.

## STORY OF AN ELEMENTARY TEACHER IN MANOTE ALTO-BOYACÁ.

*Interviews*

First, Manuel signed an informed consent to be part of this research, I explained him the scope of the study and what I expected from him, in order to make a chronological reconstruction of his life and experiences as individual and as education professional.

In this research, I used semi-structured interviews, which means I had a guide of questions but I could add more during the process of interviewing.

Barkhuizen Benson and Chik (2014) said that “both Pre-service and In-service teachers are interviewed to explore their experiences in teaching and learning” (p. 16). In this research, Manuel is an in-service teacher and who had been studied and worked on the pedagogical field for a long time and this document was developed to delve in his perceptions and give value to his contribution to the English language pedagogical field.

The process of making interviews went through many stages starting from the thematic choice and designing of them. In this case, the first and second interviews were around the life-story of Manuel and his perception of TEFL. Then, I proceeded to design with the purpose of gathering information on these topics, that is why I designed a series of four or five questions for each interview and the rest of them were emerging during the interviewing stage, in order to establish a dialogue between the participant and the researcher. During interviewing stage, I wanted it to have a conversation about the topic that we dealt during the interview. Fortunately, Manuel was very collaborative with the data collection, being honest and spending his free time with me, despite his occupations as teacher and student.

As I said before, I began collecting data by semi-structured interviews about the life-story of Manuel, and then I was getting inside the TEFL performance and the individual's life story of Manuel. The first interview that lasted about half an hour; it was held during the pandemic, in

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November 2020, that's why all the interviews were online, always by Zoom, in order to protect our lives and the others by keeping away. We met online during about half an hour to know Manuel's path in teaching and his early years in the pedagogic field. For this reason, I asked him about general events of his life, like school and university time, and his perceptions towards the TEFL

I have to admit that even if I am currently in a bachelor program, there were facts I did not know about, many things that I can only learnt from the practice, and through this exercise. I went deeper in the teaching practice, and the understanding of the person that is behind the teacher by hearing his life-story, his experiences as individual and as teacher. These features helped me to establish a connection with Manuel since I could find similar events in my life in the rural environment.

In the second interview which was slightly shorter, and that was held by Zoom too in February of 2021, we made a chronological reconstruction of his academic and personal path, beginning with the school, BA program and subsequent studies. We also talked about the pandemic and the changes that it had in the education, focused in the rural area of Pauna, in Manote Alto-Boyacá. It was an exercise that make me ponder about many things about being a teacher that I have never thought of before, because despite I was in contact with teaching as a learner during almost my whole life, I had never imagined that context makes dramatic changes even in the organization of learners.

### *Multimodal narrative*

This multimodal instrument was designed with the purpose of checking teacher's understanding about the language teaching. For this purpose, we made use of multimodal data (a

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book) that allowed us to be more specific about the knowledge that usually are used when teaching languages, such as: approach, methods, techniques, strategies, activities, etc.

In the interviews held in November 2020 and February 2021, teacher talked about how he taught English to his students and the resources he used. However, he had never used the technical terms that I learned at the University when I learned about pedagogy in language teaching, such as approach, methods, the techniques, etc. Consequently, I was concerned on how much the teacher knew about the teaching of language, in this case English and how this knowledge was reflected in his English Classes.

Therefore, I designed a series of questions that helped me guide the conversation. First, I asked him to bring two books he used to teach English with; he brought them, both books were published by Ediciones SM, the first one was the “Manual 1 Aprender Juntos, English Workbook” (Alfonso, Aprender Juntos, Manual 1 English Workbook, 2013) and the second was “Manual 2 Aprender Juntos, English Workbook” (Alfonso, 2013). I began questioning the concept of approach, method, techniques, activities and the assessment. I added some questions to solve the doubts I had on Manuel’s comprehension on ELT and how he applied this knowledge in the classroom. During the conversation, he illustrated his answers by giving some examples using the family topic and activities suggested in the books.

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**TEXTBOOKS**

*Manual 1 Aprender Juntos, English  
Workbook*

*Manual 2 Aprender Juntos, English  
Workbook*

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We also talked about the self-assessment and evaluation of the contents; he gave me examples to understand his ideas. (The design and question guide are contained in the appendix A at the end of this research).

### *Autobiographical writing Narrative*

After the interviews and multimodal interview held by Zoom, I was curious about some aspects of his life that in the interviews were barely expressed. Hence, I asked him to make an autobiographical writing in which he could narrate in a more detailed way his path in the life, combining personal and academic perspectives and experiences.

Concerning autobiographical writing, it is in general terms the narration of the own story, describing relevant experiences in detail (Barkhuizen, et al 2014). To use this instrument, I sent a general aspects list that I would like him to specify in the writing, such as his childhood, events that were important in his personal and professional life, etc.

In this opportunity, the delivery of this instrument was on April 21 through WhatsApp, taking advantage of the nature of the instrument that allowed him to write whenever he can. However, before I asked him to describe some specific aspects of his life, thus Manuel included the information needed so my doubts would be solved. The guide I designed is at the end of this document in the appendix A.

Manuel wrote about his family, path as a teacher and his occupations before and after university, his motivations to choose the BA program and the distance modality. It is interesting to go further the academic and professional path of someone and know the person that is behind.

### *Narrative Frame*

More recently, in July on 2021 I asked him to fill out a narrative frame. Narrative Frames essentially are “written story templates consisting of a series of incomplete sentences and blank

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spaces of varying lengths. It is structured as a story in skeletal form (Barkhuizen, Benson, & Chik, 2014)". The principal objective of this instrument was to produce a coherent story based on experiences and reflections upon the topic.

Designing this instrument was kind of a challenge, because when Manuel filled the blank spaces the story had to be coherent and at the end, it had to be like a whole and coherent story and not just isolated sentences

However, it was designed to avoid bias and know details about a story he told me while we met a time before out of the research frame. It was interesting to know details of an anecdote that possibly do not happen in many contexts, and how it represents the personality of the teacher and his students while facing such experiences, that for many people would be scary.

This instrument was submitted to Manuel through Whatsapp to be completed. It was filled out on July 30 of 2021, Manuel sent it to me through the same tool, the design and objective of this instrument can be found in the appendices chapter of this research, as well as its development.

### Data collection instruments, techniques and purpose.

**Table 1**

*Data collection instruments, techniques and purposes.*

	Type of Instrument	Technique	Purposes
<b>WRITTEN NARRATIVES</b>	<b>Autobiographical writing</b> Autobiography is one type of biography, which tells a life story of its author, meaning it is a written record of the author's life. Rather than being written by somebody else, an autobiography comes through the person's	This instrument aimed for the participant, was applied to gather deeper information about the human dimension, and to get a better understanding of his practices as social being and a current teacher.	To gather information about the participant's personal and professional experiences to comprehend and clarify individuals' activities so as to get some answers concerning both, the emotional point of view of the actor and educational context.

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	own pen, in his own words. (Literary Devices, n.d.)		
	<b>Narrative frames.</b> Is a written story template of a series of incomplete sentences and blank spaces of varying lengths (Barkhuizen, Benson, & Chik, Narrative Inquiry in Language Teaching and Learning Research, 2014, p. 45)	This instrument was designed to be applied in the participant in order to narrate specific episodes of the professional and personal life that shape the performance as an EFL teacher.	To establish relations between the processes of pre- and in-service teacher, in order to reflect about the language teaching, teaching, and learning processes as well as the application in real contexts.
<b>ORAL NARRATIVES</b>	<b>Semi-structured interview.</b> The researcher asks some questions to the participant in a meeting. This kind of interview gives some flexibility in the process and allows to explore a little deeper (Griffee, 2012).	The instrument was used in the process of gathering information in order to get some information about the teacher practice of the participant. It is not an oral questionnaire. This method was applied in a concurrent manner.	To determine the participant experiences and establish common aspects. To gather episodes of the teacher's life and identify further aspects to deepen them.
<b>MULTIMODAL</b>	<b>Multimodal Narratives:</b> Are alternatives or supplements for traditional written or spoken narratives (Barkhuizen, Benson, & Chik, 2014)	This instrument of collection of data was used as aid to elicit conversation between researcher and the teacher regarding ELT pedagogy. This tool was applied once.	To know the understanding of the Physical education recreation and sports teacher who teaches English in Manote Alto, concerning the teaching of English as a foreign language.

**Data Analysis**

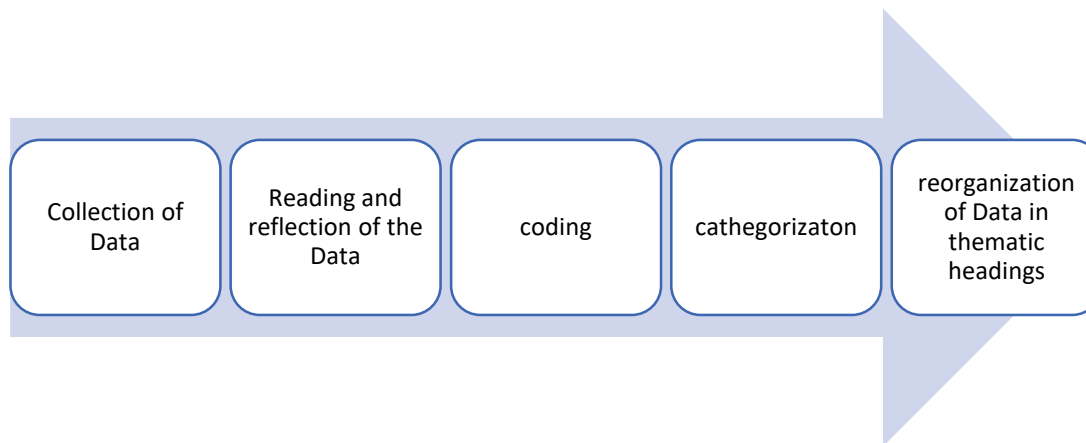
In this study, the researcher gathered and analyzed data according to the parameters established by Barkhuizen, Benson and Chic, 2014 for the narrative research methodology. It means that the information was already in participant life story. (Barkhuizen, et al 2014). The data collection and then data analysis was carried out following the paradigmatic theory. Paradigmatic is a theory related with the rational thought development, in the analysis of information it is sustained by the categorization, thematization and classification of determined events that are related with general concepts (Barkhuizen, et al 2014). In conclusion, I classified

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the information, separated parts, and broke information in subcategories. The following diagram summarizes the different stages that this inquiry followed for the analysis:

**Figure 3**

*Paradigmatic analysis of data.*



Adapted from Narrative Inquiry in Language Teaching and Learning Research by Barkhuizen, et al (2014).

The data analysis methodology involved a conscious study of the information to identify the common elements to encode the information. Important data from Manuel' life stories were classified and marked, as well as his experiences, his practices, and perceptions.

For this purpose, I carried out the data analysis by using the thematic analysis, which consists on making typologies or categories. Thematic analysis of the information is essentially the coding/categorization and classification of data, in which more particular concepts (subcategories) are linked to bigger ones (categories) this methodology of analysis involves reasoning and establishing connections between theory and data (Barkhuizen, Benson, & Chik, 2014).

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### **Reading and reflection of the data**

After collecting the data, I continued reading the transcriptions of the interviews and the other instruments collected to carry out the inquiry presented in this document (transcriptions can be found in the appendixes chapter). During this process, I reflected on the relevance of the Manuel's preparation since his childhood until today and his experiences being an elementary teacher in Manote Alto. Moreover, I proceeded to make a preliminary analysis of the information identifying in general terms the main features that were treated in the data collection section; this in order to have an idea to continue with the following stage of the data analysis.

### **Coding**

I developed the coding process through an exhaustive reading and the analysis of the information, which consisted on the identification of topics in the different instruments, supported by extracts of them. In this sense, there were many codes found, the task was to group them and make the categories and the subcategories that would shape them, which is the next step in the thematic analysis of data.

Corbin and Strauss (2008) affirm that coding is a fundamental part of the analysis process and named three types of coding: open, axial and microanalysis. In this study, I used the axial and open coding, because the researcher can establish differences and commonalities among the codes. On the one hand, open coding calls to make an interpretive analysis, which seeks to compare events to find similarities and differences making levels of concepts that the researcher can assemble hierarchically in categories and subcategories. In addition, open coding elicits the generation of questions that helped me to answer the main question that guided this research. On the other hand, axial coding seeks to find the connection between the categories, which helped

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me, to go further and avoid ambiguities and prejudices by confronting them with the collected evidence.

For example, in the coding process I used spreadsheets to organize the data and make a systematic analysis of the information, in these documents I compared and wrote the connections, congruencies, differences, or pop-up questions that emerged while reading. It is important to highlight that this process linked directly to the categorization of information.

I coded the information, which led me to his rural context experience and to the question: How does his life as a rural student and farmer influence his practice as a teacher? This may lead me also to explore and discover another aspect of the participant or the experiences that make him behave in a certain way in his pedagogical work.

It is important to clarify that despite there were many doubts emerging during the coding and reading processes I always kept in mind the main question of this narrative inquiry: How does the life experience of a physical education and sports teacher in elementary school contribute to English teaching in a rural school in Manote Alto Boyacá Colombia? And the objective that helped me to develop this research: To give voice to the life-story and experiences of a Physical Education Recreation and Sports Teacher (PERST henceforth) teaching English in a rural elementary school in Manote Alto- Boyacá.

### **Categorization**

After the reading and coding, a lot of information emerged. Accordingly, I continued the analysis process by making the categorization of information. This process consists on grouping the data collected based on thematic matching criteria, which means to relate particular information and relate it to bigger concepts or categories founded during the latter stages of analysis. This process worked in conjunction with the last stage of analysis, I started with the

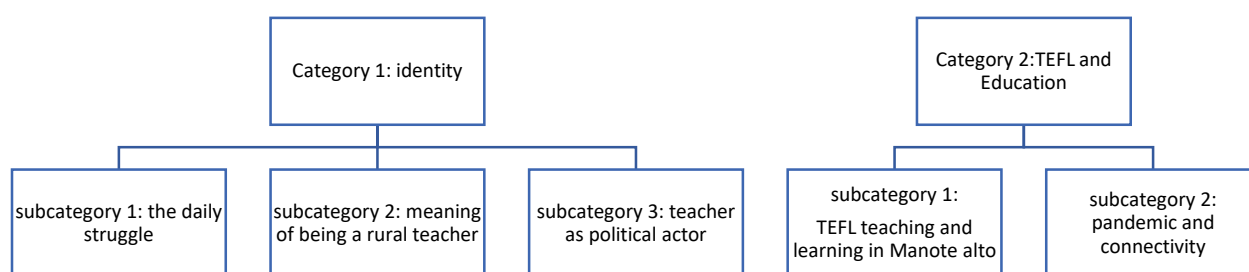
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codification of the information, which led me to the two main categories that emerged in this study: Identity, TEFL and Education Knowledge.

I named the first category Identity, because it is a term that covers who Manuel is, the path he has been through his beliefs, and his position as teacher. From this main category, it emerged three subcategories. I organized the emerged subcategories into a horizontal axis, because according to Shkedi (2005) “the researchers distinguish between several initial categories which all belong to the same main category” (p. 105). I named the subcategories as follows; the daily struggle, meaning of being a rural teacher and teacher as political actor. The category two, TEFL and Education which covers essentially how Manuel teaches English in Manote; it frames two subcategories: EFL teaching and learning in Manote alto and Pandemic and connectivity. The figure 4 illustrates the first and second category and their corresponding subcategories in the horizontal axis.

### Figure 4

*Organization of Categories and Subcategories on the horizontal axis.*



Adapted from Multiple case narrative: A qualitative approach to studying multiple populations by A. Shkedi, 2005 p. 105.



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### **Category 1: Identity**

During the coding process, the category of identity emerged because there was much information related to the perception about Manuel's path in school and university, the context where he used to live and where he works, his history, personal experiences, economic issues, his rural life, etc. In consequence, I grouped all of them in the category of identity, because according to Barkhuizen (2021, p. 3) all these themes corresponded to features that shape the identity of the individual.

According to Barkhuizen (2021) identity means the reflexive understanding of how we perceive others and how we perceive ourselves. The identity is shaped by many events or roles of the human being, it could be shaped by the history, experiences, desires or beliefs, the moral attitude or the emotions (p. 3). I agree with this definition of identity because it covers the majority of the diverse dimensions of the human being and the different identities that it has. In addition, I would like to say that identity is an individual construction that changes continuously through time and as the human being grows spiritually, mentally and professionally.

Vanegas and Fuentealba (2019) claimed that:

the professional teaching identity is the representation that a teacher develops of the self as a teacher in practice or in training, focusing on the knowledge, values, beliefs, attitudes, behaviors, skills, objectives, and aspirations that the educator assigns as his/her own and that emerge in interactions with himself/herself, professional responsibilities, colleagues, and the school as a social institution (p. 125).

Then, the teacher identity is a complete process of identification even before the connection with the pedagogical field, in my particular situation it was at the university as a pre-service teacher in the LLEI program in the USTA, that I started to identify myself as a teacher. However, my

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perception of myself and the relation with my community has changed since then, because finding an identity as far as I concern, is a continuous construction of the self.

In Manuel's particular life story, the identity emerged through time and through his lives experiences that shape his behavior as person and as a physical and English teacher. For instance, he was a kid who grew up in the countryside, and thanks to his experiences working since his childhood, living in the rural area and do agricultural work; as he wrote in the autobiographical writing instrument of April 21<sup>st</sup> in 2021:

Me desempeñé en oficios del campo, sembraba papa, maíz, arveja y trigo principalmente, también realicé labores de cuidado de ganado que teníamos en nuestra finca familiar”.

This could have shaped his beliefs, for example, when choosing a degree: “desde pequeño tuve en mente servir, ayudar, educar, enseñar. Ese fue uno de los principales objetivos dentro de mi vida.

Moreover, this aspect of Manuel's life influenced his musical preferences too:

Como campesino que continúo siendo, me gusta la música de nuestra tierra boyacense en especial la música carranguera y soy compositor de ella grabando al momento 2 canciones y a futuro tengo proyectado grabar unas 10 más

As well as his personal goals: “a futuro quiero volver a la finca heredada de mis padres y continuar también el trabajo comunitario en mi Municipio”.

In Manuel's life story there was development and change over the years, without leaving aside his origins that brought him to develop his own identity and how he performs professionally and personally at present and even in the future.

The subcategories come from the reading and reflection of the data collected through the instruments used to carry out this inquiry. It evidenced many of the aspects that conforms the identity of the teacher (Barkhuizen, 2021, p. 3) which shape Manuel.

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*Subcategory 1: The Daily Struggle*

This subcategory covers the history, economy, rural context, his beliefs and values as well as his path becoming a teacher. It essentially covers the personal dimension of the individual, what makes Manuel a singular person, different from others. Barkhuizen (2021) defines a part of this category as the complexity of being an educator as “the complex nature of language teacher education, in which teacher educators experience their professional lives and construct their identities” (p. 31). Even though, Manuel does not have a certification as an English Teacher, he is the one who teaches this foreign language at school in Manote Alto.

I named this subcategory the daily struggle, because Manuel defined his time in university and before as a struggle, he had to work in the countryside in the family’s land, meanwhile he was studying and saving the resources to do it. He expressed this in the interview on February 2021:

El pregrado fue una lucha, fue una situación exigente de parte de mi familia, ya que no había recursos de poderme apoyar en el estudio universitario, tuve que dejar varios años sin iniciar el pregrado por la ausencia de recursos.

Moreover, in reference to the rural environment where he studied and worked, it marked his identity as he stated it in the second interview: “Siempre estuvimos muy vinculados a la vida campesina, porque nuestros padres nos enseñaron desde pequeños a colaborar en las labores propias del campesino”.

Hence, from living in the countryside doing the work that, a farmer usually does and thanks to the influence of his family, he acquired his passion of serving the community; which conducted him to choose the teaching and other occupations of community service. For example, he has great social sense. He said that if one is a professional, this title has to contribute to the

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society as it is expressed in the first interview in November 2020 “Desde pequeño tuve en mente servir, ayudar, educar, enseñar, ese fue uno de los principales objetivos dentro de mi vida”.

### *Subcategory 2: Meaning of being a rural teacher*

Subcategory 2 refers essentially how he sees teaching and his role in it, as well as his thoughts about teaching in a rural school context. This subcategory emerged when the participant refers to his experience as rural teacher, his relation with students and the community as well as the projected identity of himself in the learners, I mean, he projects his necessities, from the past, present or future and put them on his exercise at school.

Manuel expresses that he would like to have more opportunities to learn English when he was in the school, thus, he intends to give his students what he missed when he was a learner. In his own words: “que esto de enseñar el inglés hubiese tenido mayores herramientas, por decir algo, dentro de mí enseñanza académica de bachillerato”. In the following excerpt, he continued comparing his school time with his current practice as a teacher:

Cuando yo estaba estudiando pues el objetivo era pasar el año, hoy en día como profesor toca planear el tiempo para poder llegar a todos, para que la clase sea diferente y que aprendan, aunque no es lo mismo, son tiempos diferentes comparados con mis épocas de estudiante y docente (Excerpt from interview 2).

Thus, based on his experience as a rural student he projects the lacks he had when he learnt a foreign language in his students, so he tries to fulfill the gaps when he is the teacher.

Barkhuizen (2021) states that being a teacher refers to “The ongoing understanding that language teachers have of being or becoming a language teacher; teacher educators fostering this understanding as part of their identity-in-practice.” (p. 31). Further, I decided to join this

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subcategory with the full meaning of being a teacher, which includes his feelings towards the profession and the people he is working with; because the teacher foster his comprehension of being a professor in interaction with the educative community and the context, in this case the rural society.

For instance, in February 2021 Manuel said: “La labor docente es ante todo de contacto de aprecio, cariño y de entregarse al otro. La pandemia nos ha cambiado ese rol, no hay contacto, no podemos estar delante de nuestros estudiantes y eso se añora.” (Excerpt interview 2). Manuel expresses that teaching for him is a profession that needs of contact and affection. Nevertheless, the pandemic due the Covid-19 had limited the interaction with students and the teacher misses it. This also may be connected to his experience as student in the school; he would like his students to have the contact with their partners and teachers as he did. In interview 2, Manuel said “éramos 27 estudiantes en el curso, teníamos una buena relación, nos ayudábamos con las tareas entre nosotros” and in interview 1 he expressed that: “es parte la ruralidad ese compartir, ese aprender entre todos, este aprendizaje colaborativo que será en escuela Multigrado”. So, from his point of view, the rural school and multigrade are linked with the contact and interaction between the participants, he learnt these principles from his experience as a rural student.

### ***Subcategory 3: Policies and Teacher as a Political actor***

Then, Subcategory 3 refers to Manuel’s position towards topics like social justice and policies. This subcategory emerged since the teacher shows a strong sense of belonging towards the community and its problematics. He expresses his point of view concerning to the policies referring about education and the teaching of foreign languages in rural schools in Colombia.

Paulo Freire (1978) expresses his position towards the education as a political activity. He expresses that there is no neutral space in education, and therefore the teacher is a political

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actor. Education cannot take a neutral position because it is fundamental part of the formation of the community whom expresses a critical position towards the organization of human societies and how they are governed. The teacher has to have a political position towards his own practice in education and for whom and what it is destined. Manuel shows a political position since he is critical about how the education policies are managed by the National Ministry of Education and the general government. In interview 3, Manuel affirms that despite the government intends to improve in English learning and communication; the policies are not designed for the real environment. And the rural area, the applicability of these legislations are not sketched for every Colombian context but the goals stipulated in such regulations must be achieved by the entire national territory, whose statistics will be measured by the state tests, regardless of the context.

The educator is a main character of society; he is in charge of the socialization and instruction of the community, which converts him/her in an active subject with a political position. Beyond this idea, the teacher is in charge of engage the learners to manifest and participate in this practice. Manuel stated in the interview one that even if the national bilingualism plan (NBP) is designed for everyone in the country is utopian to think that for 2025 every student will come out the school bilingual. The teacher thinks that this delay in achieving these linguistic goals relays on the poor government investment on education and the state preponderance of war over the instruction of the country.

Along with his view of social justice and the fact that the rural area in terms of education has been neglected. In fact, the instruction of teachers who works in the countryside with multiple grades and subjects in single room is not considered. Manuel reported that the rural teachers have had no training in English Language Teaching but they occasionally are convoked to immersions of English. Like Manuel many rural teachers are not trained to teach a foreign

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language, thus, they have to do their best to teach something they themselves do not fully understand. So, it is valuable to think, the quality of knowledge they can provide their students and the results of that instruction, because no matter if the teacher is prepared or not to teach a foreign language, the learners will be measured likewise in the Pruebas saber 3°, 5°, 9° and 11°. In addition, the instruction of teachers who are in charge of teach them consist on giving textbooks.

On the other hand, Manuel shows his perceptions regarding the social justice and the treatment given to countryside people. Manuel makes reference to the government policies like the NBP, and the handling given to learners in the countryside discouragement concerning the applicability of these policies in rural contexts: “lástima que de pronto las políticas gubernamentales no lo hayan visto así, porque en el campo hay una gran potencialidad de personas con intelecto inmenso, con personas creativas.” (Excerpt interview 1). He states that even NME designs policies for everyone; the government reduces the education of the rural communities. In November meeting I discussed this topic with the teacher, I asked the teacher if the policies release by the National Ministry of education are actually appropriate and significant in Manote alto, he said that:

No, pienso que en Colombia hay un desfase creo que por ahí el 70% de la normatividad esta errada, no es la que debería ser para las para las comunidades, hacen normas, hacen leyes desde un escritorio sin conocer el contexto, sin ver la necesidad” (Excerpt interview 1).

Manuel shows his dissatisfaction in how the language teaching have been managed, since the lack of contact with the reality of Colombia. In general, Manuel thinks that policies are not

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designed for rural contexts, and that the countryside has been left aside in terms of instruction for students and teachers.

Manuel is also critical towards the social justice. The teacher highlighted in interview 1 his perception of the rural community, which in some cases are illiterate in their mother tongue due to the difficult and limited access to education. Manuel is concerned with the society of the countryside, because not only he has lived and studied there, but also he feels empathy with the underprivileged that is why he connects with the rural community. In the multimodal instrument, he expressed his concern about the difficulties that students face in the rurality, when they are younger they need help to develop their English activities, however, their parents can be illiterate in their mother tongue, thus, they do not have the possibility of receiving extra instruction or assistance from them in a foreign language.

Manuel claimed: “hay padres de familia que no conocían o conocen temáticas de inglés, algunos de ellos son analfabetas o tuvieron hasta cierto grado de primaria y en su educación nunca recibieron inglés, y eso es importante” (excerpt multimodal instrument). Thus, he considers it is relevant for policies to have in consideration the capacity of relatives to help students, because the whole community is involved in the process of education. He mentioned in interview 1 the status of the rural communities: “hay niños que no tienen la oportunidad desde que sus papás sean letrados, Todavía hay analfabetismo en estos sectores y en nuestros padres de familia, y pues obviamente, hay dificultad.” Thus, that leads me to the question, if the community are illiterate how they can help children to learn English.

Concerning the preparation of teachers for the academic life in the rural context, he explained that despite teachers are prepared to teach, they are not ready for the countryside. In his own words:

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Tenemos los maestros, pero no están preparados para trabajar en la ruralidad; nos toca ir haciendo y aprendiendo de la experiencia. No hay la formación y la universidad las universidades descuidan ese aspecto porque vamos a enfrentarnos con la realidad, por ejemplo, en la organización (excerpt interview 1).

He proposed a solution to this problematic, he said:

Es una necesidad que se buscara la capacitación y que los maestros que dentro de lo que se enseña en la escuela tuviésemos el apoyo de por ejemplo; instituciones como las universidades, que los muchachos fueran a hacer allá su práctica (Interview 1).

According to Manuel, the solution is that universities would include the rural environments in the preparation of their teachers during the pedagogical practicum and the academic curriculum.

### **Category 2: TEFL and Education.**

TEFL and Education category emerged from the collected data, mostly from the multimodal narrative in which the objective was to know the understanding that a physical education recreation and sports teacher (PERST) knows about TEFL. This instrument, included materials like pictures of the textbooks, plan de area the guide and photocopies of the activities, and the posterior codification of information. Moreover, the conditions in which Manuel works at school and the fact that he is not a language teacher.

This category 2 principally deals with the way in which Manuel being a PERST must teach English as foreign language in Manote alto without the proper preparation to do it, as it was clarified in the category of identity. Thus, the knowledge he has been acquiring during the years is empirical. So, the awareness that Manuel has about in the process of teaching a foreign

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language and how he applies this knowledge in the rural context in Manote Alto was learnt during his exercise as an elementary teacher in a multigrade school.

While gathering the information it was necessary to know how much a PERST working in the countryside in a multigrade school knows about TEFL, and how he applies the knowledge he has acquired during through time in his English classes.

It is important to clarify the ELT uses concepts that English Language teachers uses on a daily basis. However, Manuel did not receive this instruction at the University or later, despite of being a teacher who works in the countryside under the light of the unitary school and the multigrade. Manuel learnt English at school and then at university while he was studying the degree, specialization and master. However, it did not go further the basics of English, despite the teaching of language itself demands having a broad knowledge of the area.

The teacher improvised since he could intend to teach a foreign language, but he does not have the awareness. On the other hand, it is responsibility of the government, as the entity in charge, to provide a good quality education. In this sense, the state must instruct the rural teachers in the teaching of languages, if they have to do it and do not have the preparation. The government cannot be indifferent about the rural education.

In fact, Manuel expresses his disagreement with the absent instruction of the rural primary teachers in the foreign language, he said in March of the 2021:

Porque más que todo los docentes rurales no hemos tenido la capacitación y formación en idioma extranjero. Si nosotros tuviésemos la oportunidad de que una secretaria (de educación) nos convocara a capacitación, pero siempre convocan a inmersiones del inglés, en la cual ya usted tiene que ir con un nivel de inglés alto, más no inicial.”

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Therefore, without the instruction, he has been trying to imitate the classes he received in the school and applying that approach in his current English classes in Manote, evidenced with the grammar translation, photocopies, the plan de area designed by others, and the instrumentalization of English.

The category 2 was divided into two subcategories that were identified mostly during the reading and coding of the multimodal narrative on March 31, 2021. The subcategories that shape this category are TEFL teaching and learning in Manote alto and pandemic and connectivity.

### *Subcategory 1: TEFL teaching and learning in Manote alto*

This subcategory covers how Manuel teaches the English as foreign language in Manote. The instruments, approach, method, and techniques he uses in their English classes. And the characteristics of an English teacher established by MEN (2016)

Teacher Manuel knows he is not prepared to teach a foreign language; he is aware of his limitations when teaching a language. He does not accomplish the characteristics concerning to an EFL teacher. For example, he does not have a wide knowledge and management of the teaching-learning processes in the foreign language and he lacks the communicative competences of the foreign language. Instead, Manuel in his narrow idea of the language has converted the English in a set of fixed rules and patterns that without any context, modified in a utilitarian instrument (Lamus, 2015). In this sense, English is seen as a tool instead of a way to communicate.

Manuel has instrumentalized language in his classes in Manote Alto. He teaches a language without contextualization, skipping the applicability of the language in terms of culture, methodology, and pedagogy. He is just teaching the English as a formula to learn a specific topic formulated in inappropriate textbook or in photocopies. Unfortunately, the textbooks and

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editorial do not know the necessities of the students and teachers in the rural environments. Thus, the language stays in the consumption of language rather than production of it (Quintero & Guerrero, 2013). In this way, Manuel reduces the English to the contents of a textbook or the material he uses, following the contents of an English textbook.

Despite there are programs like radio programs or web pages mainly addressed to the students in the rural zones, there is not enough awareness and training of the rural teacher in the language and material to design other strategies. In addition, there is the problem of connectivity and electricity which, as was exposed by Manuel in the multimodal instrument, often fail to work.

Bonilla and López, (2021) affirm that national policies, specifically the ‘Basic Standards of Competence in a Foreign Language: English’ (MEN, 2006), assume the learning of foreign language in a very structural way and makes the student of English appropriate language as a system (p. 22). In fact, Manuel expresses how he instrumentalized the language by using sequences while teaching English. In interview 1 he said: “Y entonces, los niños desarrollan la fotocopia y de paso trabajo un poco de artística, porque los pongo a colorear, a que escribamos las palabras, a que identifiquemos las figuras, a que completemos las oraciones”.

Manuel uses the material that is provided by the institution, the plan de area, they have a determined approach, method, techniques and activities. Nevertheless, I noticed that Manuel did not know what a method or approach was in TEFL, it was evidenced when I asked him to tell me the approach of the books he uses to teach.

### **Multimodal narrative: question 1**

**María:** ¿Que enfoque tiene un libro y qué enfoque tiene el otro?

**Manuel:** Bueno, los libros contienen un inglés básico orientado por grados pero en la escuela multigrado yo manejo por bloques; preescolar, primero y segundo, y tercero

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cuarto y quinto. Entonces, los temas de ellos van estructurados de diferente manera. MP: En este caso el libro es de primero el cual trabajo de preescolar a segundo, se ven temas como los amigos, la escuela, la familia, el cuerpo, las diferencias, las frutas, los colores, los animales cada uno de ellos está estructurado de una forma que es fácil de trabajar, yo los trabajo con fotocopias...

**Multimodal narrative: question 2**

**María:** ¿Qué método tiene un libro y qué método tiene el otro?

**Manuel:** los métodos son similares, lo que cambia es el grado de complejidad de la temática, Si se observan los libros por ejemplo en este está lo básico, los saludos. Pero en el segundo ya arranca con el trabajo de las mismas frases, pero complementado con otros temas, como es la familia. Tienen el mismo método, como yo los veo son similares en su estructura, son de la misma editorial, la estructura es la misma...

He improvised in the answers because he has not an understanding of the terminology that language teachers use. Moreover, he expressed that he is confused about the “types” of English that manage the books he uses to teach. Manuel in his unfamiliarity knowledge of English is unaware to make difference among accents of English. He said:

En cada librito nos muestra un inglés diferente, muchos en inglés británico, otros en inglés americano; o no sé si es que existe también los dialectos allá, en esto y pero no he encontrado uniformidad para poderles guiar.

Then, adding to the unawareness in language teaching, the teacher has to deal with the confusion in function of the textbooks he was provided by the institution, and for a person that is not aware in the language, it is difficult to manage without the knowledge and differences between dialects.

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Nonetheless, in the multimodal narrative when I asked him to bring the textbooks, they used the same dialect, a uniform English and the same approach.

In conclusion, Manuel do the best he can for his students. Nevertheless, without the instruction, the confusion and the lack of concern on the part of the institution in providing them with textbooks that do not follow a dialect line, it is very difficult to teach a foreign language without generating confusion both in the teacher, who does not know the language, as well as in the students.

### *Subcategory 2: Pandemic and connectivity.*

When I started this research, in August on 2020, we were facing isolation due to the pandemic declared in March of the same year. While I was doing the investigation and collecting information with Manuel, it was inevitable that the subject of pandemic education would come up, as everything, teachers did in their schools, including the teaching of English changed radically.

In March 12 2020 the World Health Organization declared the emergency due the Covid-19 as a pandemic, and the lockdown strategy was implemented in order to control the disease (World Health Organization, 2020). Eventually, no one was able to have contact with others; hence, the schools, universities and in general, the world closed their doors for months.

Before the pandemic, most of the institutions of primary, elementary and higher education were teaching in-site, which means that teacher and students attended to a common place, usually a classroom where the teaching and learning activity took place. After the pandemic was declared, the model of teaching changed and the virtual education started. The learners and teacher used the Information and Communication Technologies to teach and learn. In fact, the education as the other social fields were affected due the virus and its transmission.

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The model of education had to change totally, students who attended to school received classes in their home and the education moved out from the classroom to a virtual room and meetings through platforms like Zoom or Google Meet.

Not only students were moved from the in-site teaching and learning, but also teachers were taken apart suddenly from the routine of seeing the learners in the classroom, they changed the model, from going to the school and teach in front of their students, to teach through a smartphone without the contact with students in a voice or video call. As the pandemic was declared unexpectedly, teachers did not receive any formation in virtual learning environments that will allow them to have a good command of the tools they were forced to use during the time of the pandemic.

On the other hand, the society was not prepared for the transition from the in-site education to the virtual of a sudden. There were families that could not afford a smartphone or internet connection, which evidenced the gap and social injustice in terms of equity and connectivity. In Colombia, especially in the rural area the situation was “distressing and difficult” (Velásquez, 2022) because teachers had to change the way, materials and models they used in order to reach a normality. Indeed, Manuel coincides in this position, he expressed that as a teacher, the pandemic affected everything, since the communication between students and teachers to the material he must implemented during his classes. In the interview 1, he said that:

No es lo mismo preparar una exposición presencial que una a través de Google Meet, los recursos también han cambiado completamente y la actividad se transforma. De esto hemos aprendido que hace falta el contacto con el compañero, el estudiante, se extraña el compartir, no solo de manera instructiva/académica sino también el sentir el otro al lado.

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In addition, Manuel expressed that even if the technology helped the educative field to bring people together in one place, the physical contact is necessary for teaching.

In 2020, nearly 250,000 students in both the public and private sectors dropped out of academic activities (Semana, 2021). In the rural environment, the situation was even worse, the students had to make different efforts to connect to the virtual classes during the pandemic, the countryside people are often illiterate in technology and the parents did not know how to manage these technological devices. However, the government did not have in consideration the current situation of this community and generalized the model and techniques used in education during the pandemic.

Manuel expresses about the virtual education that even if they are doing their best effort as teachers, the model has changed radically and sometimes it is difficult to teach something through a voice call. The teacher also criticized the government and the politics concerning the connectivity and education, the impossibility of connecting to Wi-Fi or mobile data. In Manuel's words:

Por ejemplo, hoy día yo le digo una cosa se escucha hablando al gobierno de conectividad, decir que estamos en virtualidad, sabiendo que eso no es y ante los noticieros cometen el error de decir es que hay unos niños determinado sector que les toca ir hasta un determinado lugar, subirse a un árbol para poder tener el acceso a la tecnología, el acceso a la educación...eso no debería enorgullecernos sino lo contrario, darnos tristeza de ver como las normas, como el gobierno vende una imagen que no es y tenemos a veces hasta la desfachatez aquí en Colombia (Excerpt interview 1)

Besides, Manuel expressed in the interview one in 2020 that in the particular case of Manote- Alto the virtual model of education and its limited applicability: “pero es que esta

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virtualidad de la cual nos habla el gobierno no se da en todos los territorios, se da parcialmente, o a veces en mi caso, por ejemplo; se ve hasta nulamente la tan llamada virtualidad.”

Additionally, the teacher indicated that in the virtual time, they were working collaboratively and selectively with the subjects. Thus, the English teacher sent him the Plan de area, and Manuel had to rely on it and work with the material they had available for students. However, in concordance with the gap in terms of connectivity, Manote- Alto students had to be instructed through voice call, or audios that were sent through messaging applications like Whatsapp. He said:

Ahora en virtualidad estamos elaborando guías con PA (Plan de Área) las cuales van ya elaboradas por un grupo de trabajo de profesores, cada profesor ha tomado una de las áreas en las que se desempeña mejor Estamos elaborando guías de inglés de acuerdo a un plan de área que tenemos en la institución, de la misma forma manejados por bloques, y pues ya corresponde a nosotros descargar un video, en mi caso lo coloco en el computador y en el altavoz, porque mi forma de enseñar ahora es por teléfono, entonces se los pongo para que ellos escuchen y a quienes puedo les envío un audio de Whatsapp y ahí va incluida la información de la clase.

Concerning this, he exemplified his point of view with the connectivity and the pandemic, he explained that despite that the media have spread a message of overcoming to the world when students have to go through difficulties to connect to the virtual classes. On the contrary, Manuel said that it was not a good message, the real background and the conditions in the countryside are not as easy as in the capital city. For instance, if we talk about connectivity and material available to teach and learn. In 2016 the material used only for academic purposes was stolen from the technology room, a total of twenty-five tablets and four computers were

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stolen from Manote Alto's school (RCN Radio, 2016) this signified a difficulty in terms of connectivity to children, and computers were not replaced immediately.

Manuel talked about difficulties of access to technology and the issues that can occur, for example, in terms of connectivity the school in Manote Alto, the power goes out recurrently and as long as he has the material in his laptop, he can teach English to his students as long as the battery lasts. In his own words in February of 2020:

Me ha pasado, yo cargo el portátil a todos lados y mientras yo tenga el portátil cargado no importa si no hay luz, ha pasado que el día de la clase de inglés se va la luz y a veces pasan dos o tres días sin llegar. Son situaciones en las cuales uno se aborda, y en las que tenemos que buscar estrategias para mejorar.

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**Findings**

Firstly, It is important to highlight that I truly appreciate that Manuel wanted to participate in the development of this research, without him, this inquiry could not be possible. Also, I would like to say that even Manuel is not an English teacher, I learnt a lot from him during the time I spent talking about pedagogy and teaching in the rural zones of the department of Boyacá. Manuel life story talks about his love for his job and resilience.

In this section, I answered the research question and established the findings that arose during the process of data gathering. The conclusions are presented in terms of the categories aforementioned in the chapter of categorization.

After carrying out the research and go through the different stages of analysis: data collection, reading, coding and the categorization, the analysis process led me to answer this research question: **How does the life experiences of a physical education and sports teacher (PERST) in elementary school contribute to the English teaching in a rural school of Manote Alto in Boyacá-Colombia?**

Although the teacher is not graduated in teaching foreign languages, it is undeniable his contribution to the approach of rural education in Manote. His story highlighted the shortcomings of the education system in terms of quality and teacher training in rural areas. On the other hand, his history contributed to evidence the efforts that teachers do in their jobs, especially in the countryside.

Regarding the issue of teacher identity, it is important to note the contribution to the social study of the rural environment and the training of its teachers in the English language. However, although the teacher is not language graduated, he does what he can to teach the

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foreign language with the material and resources he had available, and it is important to highlight three key aspects of his identity.

First, Manuel had to modify his identity and personality as a teacher. His closeness to people and to his students was driven by empathy and projection of himself. The teacher has more than one identity, but the one that remains the most deeply rooted is the connection he has with his roots, as a farmer and as part of the rural community. Second, the teacher emphasizes his political position and often feels powerless, as he knows that the knowledge he teaches may not be the best for his students as he is not an expert in teaching English. In addition, he feels that rural education and its teachers are not considered in the governmental planning of language plans, which lead to having a decontextualized education. Finally, Teacher Manuel, despite not having knowledge of the language, he uses much of his personal experience and reflects on it in the work he does with his students, and in this way the teacher projects his identity.

In addition, this research shows that the teacher speaks with love about his students. Manuel cares of his students and tries to help them learn. He is aware of his limitations as language teacher, but despite of this, he seeks to improve and find materials that would like them to learn English to help them to improve not just their lives, also the community's life-style by the use of a foreign language.

According to the Ministry of Education, the English teacher must have a high level of the language to teach. However, Manuel has no any training in language teaching and must face this labor against his principles. He must accomplish with the requirements established to be a teacher in rural schools.

In Colombia exists the misconception of who can teach English, it is thought that it just necessary to know the language? In fact, the NME accepts in the "*Concurso Docente*" for the

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English Area any professional with a certain level of proficiency in the foreign language can teach. However, the teaching of languages goes further than that; it involves knowing of pedagogy and language teaching, knowing the configurations of the context and its participants (Quintero & Guerrero, 2013).

This research evidenced that even if the teacher is accepted in the “*Concurso Docente*”, there is not any regulation that controls the primary and rural teachers that teach the foreign language and the quality of this knowledge.

In terms of connectivity and the pandemic, this research revealed the different obstacles that teachers in the rurality faced in 2020 during the pandemic. In the particular case of Manuel, it was difficult due the absence of internet connection and communication between teacher and students. It is a gap that must be filled; the government should take in consideration the education, and connectivity of the remote areas of the country, in order to improve the quality of education and life of the rural community.

In terms of planning or designing instruments for English teaching, Manuel feels confused. He restricts himself to follow the guidelines and reproduce a knowledge from a textbook that was set without the context. Manuel’s language teaching is mechanical and instrumental.

Concerning the teaching of Manuel in Manote Alto School, he does what he can. It is almost impossible to fill all the expectations and achieve the objectives of policies concerning the English Language teaching, such as the NBP. Regarding the particular story of Manuel, it is not reliable to think that in the next years every student from the Colombian educative system will come out bilingual. In the case of Manote, it would not possible due the instruction of

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teacher (PERST), the available materials, and the design of them, methodology, connectivity and interaction with language.

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**Conclusions and recommendations**

In the development of this narrative inquiry, there are remarkable findings that I would like to point out. First, the narrative design enabled me to analyze and reflect upon the realities of the in-site teachers, the rural environment and its characteristics, and the reality of being a rural teacher in Colombia. Moreover, I reflected upon my own experience as a teacher and student of the LLEI program and as a learner of English. I really hope this research can serve as guide for future teachers, students, for the LLEI program at the USTA, and to those interested in the teaching of languages in rural areas.

I wish this investigation could be a reference for future inquiry that will aid in the educational development in languages of the Colombian countryside. I enriched myself doing this research through the experience of Manuel; the value of the knowledge acquired is immense because it put me in contact with the reality and the context that surrounds me.

The results that have arisen from this research were shared with the Professor Manuel; this research is as much a part of his personal growth as it is mine, as we both learned from each other's experiences. As a teacher, I learned about the reality of being a PERST teaching English and I would like to think I contributed to his path as in the ELT. As a pre-service teacher, I learned a lot about the reality of education and its relation with the BA.

This research brought me to the reality of the education in Colombia, the situations that a rural teacher face every day, the students' truly environment in the countryside, the rural community's shortcomings in the learning of languages, and applicability of education laws in the rural sector.

As a researcher, I would like to make certain recommendations to the educational system based on the findings of this research, especially language teaching and learning in rural areas.

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First that the Colombian educative model should take into account the Colombian reality. Most of the models for teaching English are foreign. It is important that the Colombian pedagogy in the language teaching will be created and implemented in function of the real contexts, the Colombian students and community, both in rural or urban, in order to site the education and improve the quality of education in foreign languages in Colombia (Bonilla & López, 2021)

I think it is relevant to have in consideration the voice of teachers like Manuel. At the end of the day, they are the ones who actually know the settings of the context, their students and the best way to teach the language. It would be a big difference if before submitting the regulations; the NME solicited the opinion of the educators.

Following the thread, it is a need and a must for the government to instruct the primary and rural teachers in the English as foreign language. The NME has established a set of regulations and plans for the acquisition of the English language; however, they do not have been aware of the position and knowledge that the teachers have, how they transmit it and if this knowledge will last in the students.

As a student of the LLEI program, I believe that it would be good to include the rural school in the exercise of our educational practices, to know the model that works, there as well as its participants and their respective realities. We are not exempt from teaching in rural areas in the future, so instruction on how to teach a foreign language in the countryside would be of great help.

Finally, I think that the objective of this research was achieved. Every experience in life contributes to personal growth. And this was one of those invaluable experiences that not only contributed to me as a person and professional in language education, but also as a Colombian citizen.

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**Appendices****Appendix A: Instruments Design****Interview one****Interview: Semi-structured interview.**

**Objective:** To get to know a little bit more about Manuel's life and path as a teacher.

**Description:** Researcher and participant talk about these topics: a. Experiences of teaching in a rural school; b. Reflections about the path to become a teacher; c. English as Foreign language experiences in rural environments.

- Why did you decide to become a teacher?
- How is the experience of teaching in a rural context in Colombia?
- How did you learn English?
- - How do you describe your practice as English Teacher?

**Autobiographical writing:****Objective (for teacher):**

- To talk about my own experiences, retelling events that have shaped my life, my childhood, adolescence and adulthood; as well as my practice as teacher.

For researcher:

- To get to know a little bit more about some general aspects about the participant life.
- To get to know a little bit more about Manuel's life and path as a teacher.

Contents that an Autobiographical document should have:

- Date of birth
- Childhood details

## STORY OF AN ELEMENTARY TEACHER IN MANOTE ALTO-BOYACÁ.

- Who am I? - Hobbies, talents, likes and dislikes, etc.
- Goals- life projects
- Events that have marked my life
- Ups and downs
- Conclusion

**Interview two****A Physical Education Instructor teaching EFL in the rurality****1. Instrument Design:**

**Instrument:** Semi-structured interview

**Objective:** To collect information about how a physical education instructor teaches EFL in a rural school.

**Description:** Researcher question the participant about his academic path, depicting in chronological order the description of his experience at school and university through years. Researcher and participant talk about these topics: a. academic experience at school; b. academic experience at university; c. Academic experience after the undergraduate program.

- Tell me about your academic experience at school. How was it?
- How was your time at university in the undergraduate program?
- After university, have you studied a postgraduate program?

**Multimodal narrative design.**

**Objective:** To know the understanding of the Physical education recreation and sports teacher who teaches English in Manote Alto, concerning the Teaching of English as Foreign language:

## STORY OF AN ELEMENTARY TEACHER IN MANOTE ALTO-BOYACÁ.

**Resources:** The teacher had to bring two books, the interviewer proceeds to carry out the following questions:

Questions:

1. ¿Qué enfoque tiene un libro y qué enfoque tiene el otro?
2. ¿Qué método tiene un libro y qué método tiene el otro?
3. ¿Qué estrategias manejan esos libros?
4. ¿Qué actividades maneja el libro A y el B?
5. ¿Cómo evalúa su práctica docente/enseñanza?
6. ¿Cómo evalúa el aprendizaje de sus estudiantes?

**Narrative Frame Design:**

**Objective:** To collect information about the Teacher's context and its settings through the narration of an anecdote.

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## THE SNAKE- LA SERPIENTE.

Recuerdo una vez cuando estaba trabajando en \_\_\_\_\_ tuve una experiencia muy particular con \_\_\_\_\_. Ese día estaba en \_\_\_\_\_ cuya ubicación se caracteriza por \_\_\_\_\_

me encontraba \_\_\_\_\_ cuando avisté \_\_\_\_\_ dirigiéndose hacia \_\_\_\_\_ que en ese momento estaban \_\_\_\_\_.

Mi primera reacción fue \_\_\_\_\_ para ello traté de \_\_\_\_\_

\_\_\_\_\_. Mis estudiantes son \_\_\_\_\_ por eso los animales como este \_\_\_\_\_.

Entonces, \_\_\_\_\_ Finalmente, \_\_\_\_\_

En este tipo de situaciones pudo ser de ayuda \_\_\_\_\_

\_\_\_\_\_. En esta ocasión fue oportuno \_\_\_\_\_; sin embargo creo que \_\_\_\_\_

En el futuro espero que \_\_\_\_\_

Aunque \_\_\_\_\_

**Narrative frame development:**

## STORY OF AN ELEMENTARY TEACHER IN MANOTE ALTO-BOYACÁ.

FRAME 1- JULY 30TH 2021

## THE SNAKE- LA SERPIENTE.

Recuerdo una vez cuando estaba trabajando en la escuela Manote Alto del Municipio de Pauna tuve una experiencia muy particular con mis estudiantes en el momento del descanso. Ese día estaba en el patio escolar cuya ubicación se caracteriza por estar cerca de los matorrales me encontraba en el recreo cuando avisté una serpiente dirigiéndose hacia donde se encontraban los niños que en ese momento estaban disfrutando de sus juegos.

Mi primera reacción fue evitar que se acercara más para ello traté de tomar un trozo de un árbol con el que logré detenerla un poco, mientras uno de ellos buscaba algún otro elemento

para ahuyentarla

. Mis estudiantes son campesinos que comúnmente se han enfrentado a situaciones como esta, por eso los animales como este no les causan miedo

Entonces, para ellos en ocasiones como esta ya saben como actuar.

. Finalmente, la pericia y astucia de algunos niños sirvió para lograr que se ahuyentara y regresara hacia los matorrales .

En este tipo de situaciones pudo ser de ayuda la experiencia de los estudiantes y su vivencia campesina ya que su respuesta a esta situación de peligro fue muy acertada.

. En esta ocasión fue oportuno que estuvieran atentos a la presencia de estos animales que son muy peligrosos; sin embargo creo que es necesario realizar actividades con los estudiantes tendientes a crear un ambiente más seguro que permita mantener alejados estos animales.

En el futuro espero que podamos contar con un plan estratégico de prevención para estar alejados de estos peligros .

. Aunque en las escuelas rurales de nuestro país solo se cuenta con el apoyo de los padres de familia y los niños

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**Appendix B: Transcription of the interview one.**

**Date:** November 1<sup>st</sup> 2020

**María: ¿Por qué decidió convertirse en profesor?**

**Manuel:** porque desde pequeño tuve en mente servir, ayudar, educar, enseñar. Ese fue uno de los principales objetivos dentro de mi vida, y la verdad, dentro de dos cosas que quería como era, ser ingeniero o ser maestro. La primera no se dio, y por cuestiones económicas, busqué la alternativa de licenciarme; y ser maestro porque es una de las mejores profesiones del mundo. Después de un recorrido ya hecho en la vida, puedo decir que no habrá otra profesión más bonita que la que escogí. Es una profesión ante todo enriquecedora que cada día se nutre de retos y experiencias; y también con niños juiciosos, desjuiciados, pero que sobre todo te llenan de cariño y niños que merecen que les des cariño. Esa es la profesión de ser docente.

**María: Veinte años atrás, ¿Volvería a elegir la docencia?**

**Manuel:** yo pienso que no solo 20 años atrás, si yo pudiera escoger de nuevo ser campesino, ser docente y trabajar en una escuela rural siempre lo seguiría escogiendo. Porque, como le digo; es mi realización. Aunque he tenido oportunidades de pronto de escoger otros rumbos, siempre me ha gustado mi profesión y como tal lo volvería a escoger.

**María: ¿cómo fue el proceso para ser un profesor? Hablo de su experiencia y disposición desde que sale del colegio e ingresa a la universidad.**

**Manuel:** es que el querer ser maestro, si lo relacionara con una palabra yo diría que es sacrificio. La familia que Dios me regaló no tenía las formas de poderme ayudar para estudiar, puesto que éramos varios hijos y todos necesitábamos estudio. Entonces hasta el grado once, mi papá y mi mamá me colaboraron en el estudio al cien por ciento. Pero pues obviamente como cualquier niño del campo tocaba ayudar en las labores del campo, pero luego de que terminamos

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el grado once, ya nos tocó empezar solos. Es decir, empezar a buscar los recursos para poderme matricular, estar en una universidad así fuera de forma semi-presencial, buscar los recursos autónomamente, trabajar en lo que saliera, pues no teníamos un sustento económico suficiente para eso. Y ya mirando varios años de estar haciendo otras actividades que tienen relación con el agro y el servicio a la comunidad pudimos llegar a la universidad. Ese proceso fue, ante todo enriquecedor porque me lleno de expectativas, también pude entablar una bonita amistad con algunos de mis compañeros, ayudarnos, colaborarnos. Como le decía al principio, esa labor de estudiar y trabajar al mismo tiempo también dio para muchas cosas, entre ellas, buscar las alternativas de labor, de trabajo para poder conseguir los recursos económicos. En sí, esa fue una tarea siempre ardua desde el principio hasta el final, siempre con el objetivo de seguir adelante, progresar y alcanzar las metas y objetivos que nos hemos propuesto.

### **María: ¿Cómo es ser profesor de inglés en un contexto rural?**

**Manuel:** esa es una de las falencias que tenemos en nuestra formación para el contexto rural, primero que todo. En las universidades no hay quien lo prepare a usted para ser docente rural, se prepara para ser docente, simplemente docente en la urbanidad, nadie nos enseña el modelo que se lleva en la ruralidad; la unitaria, el multigrado. Y entonces ya llegar a enfrentarnos a la necesidad de enseñar el inglés en la ruralidad siempre es difícil. Yo he buscado siempre trabajar con los docentes del área de inglés que han estado en el área de secundaria, orientándome con lo que ellos me pueden indicar de que es necesario enseñarles a los muchachos, para que cuando lleguen a sexto, ellos ya lleven algo laborado. Pero me han dicho, trabajemos algo que sea de vocabulario, algo de pronunciación y ya con esto de las TIC encontramos en el internet ayudas para llevar a la clase. En esa tarea siempre he estado de llevar un tema, por ejemplo, la rutina; y empezar a buscar elementos audiovisuales porque a los niños

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les gusta mucho eso. Entonces, nos valemos de esas herramientas y estamos nosotros afianzando lo que sabemos, y buscando que los niños aprendan las cosas como son, no con manías, sino pues tratando de que lo poco que aprendan lo lleven bien afianzado; para cuando lleguen al colegio, pues obviamente ya los profesores han dicho: ya ese muchacho va bien o va regular, tiene tales falencias, pero no podemos decir de pronto que los chicos no han llegado, no han respondido. Tengo la fortuna de contar de pronto que hay niños que salen lo suficientemente preparados para continuar su sexto, séptimo, octavo, noveno, décimo y once sin ningún altercado en esa materia especial, y específicamente en el Inglés.

### **María: ¿Cómo describiría su práctica como docente de inglés en la ruralidad?**

**Manuel:** Eso siempre ha sido un reto, buscar llevarle al niño, no solo en inglés si no llevarle cosas que ellos les guste, que esperen por esa clase por decir algo, que en sus cuadernos lleven un orden lógico, nosotros nos basamos mucho planeando para llevarle las cosas ellos tienen que conocer, nos basamos en un plan de área que lo elabora la profesora de inglés de la institución en la sede central y nos la comparte. Entonces la tarea ya es buscar herramientas, ayudas, que tengamos el material necesario para desarrollar las clases. Y ¿cómo lo estamos haciendo? en dos en dos grupos, de preescolar hasta el grado tercero -dependiendo el número y grado tercero- estará integrado con un nivel, cuarto y quinto con un segundo nivel dependiendo los números, ósea, la idea es que queden nivelados los dos grupos; y de acuerdo a eso llevamos el trabajo, la labor para el día. No es una cuestión de azar, no; tenemos en cuenta la planeación, tenemos en cuenta esos objetivos que se trazan desde la institución central, para llevar el material para ellos. Pues obviamente cada maestro en su escuela unitaria o en su escuela multigrado, es en este modelo de escuela nosotros tenemos unas cartillas, que hemos ido elaborando y otras que hemos ido tratando de armar para poder de llevarle a los niños esa preparación. Es que es

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diferente lo que tú decías, desde la escuela urbana pues obviamente el niño está uno tras otro, mientras que en la escolaridad rural están ---en la mayoría de veces en una escuela rural- en una mesa trapezoidal dónde donde el compañero no está atrás tuyo, o el delante de ti, sino que estamos al lado en una mesa hexagonal, y que obviamente hay trabajo colaborativo. A veces es bonito ver, como por ejemplo los niños de primero o segundo ya están haciendo tareas a veces que les competen a los niños de tercero; o a veces sucede también que los niños de primero hacen las tareas mientras que los de cuarto o quinto a veces no. Eso también es esa se parte la ruralidad ese compartir, ese aprender entre todos, este aprendizaje colaborativo que será en escuela Multigrado.

**María: ¿cómo se vive en enseñanza en inglés? – En referencia a la situación pandémica-**

**Manuel:** si tú me dices en estos momentos, ha cambiado del cielo a la tierra, ha sido una brecha grande las que nos ha puesto el destino con esto de la pandemia. ¿Cómo lo hacemos como lo estaba haciendo? dentro trabajo que de lo que está planteado en un plan de área, lo estamos desarrollando por medio de guías. Por ejemplo, yo te puedo contar que tenemos en algunas fotocopias en las que llevamos unos temas que los niños obviamente ellos pueden desarrollar en casa. Me decía una mamita que de lo bueno de la pandemia rescatemos que también estamos recordando nosotros, a los niños se les da una fotocopia una guía para que ellos lleven a su casa, trato de que ellos tengan un material, no fotocopiado por ejemplo para inglés porque hay cosas que son muy de colores y que sea atractivo para los niños que les guste trabajar que tengan que hacer pequeñas actividades, desarrollar actividades de relación si de coloreado, de que ellos puedan desarrollar actividades diferentes a las que se llevan en otras materias. Ósea, que el niño a veces le toque también consultar en el diccionario que estén ampliando su vocabulario es así,

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eso es esencial. Pero como le digo, también y como decía al principio, cuando tú te referías a la anterior pregunta, que esto de enseñar el inglés hubiese tenido mayores herramientas, por decir algo, dentro de mí mi enseñanza académica de bachillerato yo hubiera tenido como es hoy día los 6 años de trabajo en inglés, ¿por qué? Porque cuando estudié cuando estuve en el colegio solamente mirábamos el inglés -o teníamos en el pensum académico- solamente 4 años, que era sexto, séptimo, octavo, y noveno. ¿Qué se veía? Pues cosas muy básicas la verdad, es una necesidad que se buscará la capacitación y que los maestros que dentro de lo que se enseña en la escuela tuviésemos el apoyo de por ejemplo; instituciones como las universidades, que los muchachos fueran a hacer allá su práctica, también claro, para que los niños aprendieran. En estos momentos de virtualidad pues obviamente sería mucho más fácil hacer eso, pero es que esta virtualidad de la cual nos habla el gobierno no se da en todos los territorios, se da parcialmente, o a veces en mi caso, por ejemplo; se ve hasta nulamente la tan llamada virtualidad. Las guías las enviamos o yo mismo voy y las entrego, se las explico a los niños a los papás vía telefónica. Entonces toca vía telefónica decirle: allá en el punto, ahí en el punto uno daily routine, allá dice “go home”; toca que el decirle: quiere decir ir a casa; hay que decirle todas esas cositas que bañarse, todo eso. Entonces toca ir andando pequeñas indicaciones, como le decía, eso será de acuerdo al grado, al conocimiento también de los papás; porque no es lo mismo cuando el niño tiene la fortuna de que sus papás sean bachilleres. También el caso que se me presenta es que hay niños que no tienen la oportunidad desde que sus papás sean letrados, todavía hay analfabetismo en estos sectores y en nuestros padres de familia. Y pues obviamente, hay dificultad. En la escuela cuando estábamos en el modo presencial, se llevaban sus tareas, sus trabajos. Siempre he utilizado un libro guía, ya sea se ha fotocopiado, o de los que se consiguen ahí popularmente en lo que nosotros llamamos el mercado chino, que tenemos ahí varios pares.

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Pero con una con una deficiencia que veo, que es que en cada librito nos muestra un inglés diferente, muchos en inglés británico, otros en inglés americano; o no sé si es que existe también los dialectos allá, en esto y pero no he encontrado uniformidad para poderles guiar y decirles: que esto es así. Si no pues hay con pequeñas herramientas como le digo como le expresaba, o sea ayudándonos de muchas cosas nos toca desempeñarnos en nuestra labor docente, y ojalá que los niños de aquí a mañana no le recriminen uno “es que usted no me enseñó lo que yo tenía que saber para llegar al colegio”

**María:** ¿qué contenidos considera usted son los más importantes en la enseñanza del inglés?

**Manuel:** uno de los contenidos que a ellos más les agrada y que más les gusta de las clases, es conocer, cuando hablamos de la granja, del campo, ellos memorizan fácilmente por ejemplo cómo se dice conejo, cerdo, cómo se dice vaca, así de esas cositas; a ellos les fascina mucho esas temáticas, ellos se adentran mucho a eso y mire, cuando evaluo, cuando hago la evaluación muchos de ellos dicen: es que es fácil profe, porque en la casa tenemos los pollitos, y ahora ya son gallinas. Es decir, lo relacionan con su cotidianidad eso es muy importante. Y pues, ese aprendizaje es ante todo significativo, porque hay cosas que a veces se olvidan fácilmente por ejemplo, con las partes de la de la casa; muchos de ellos para decirle: así se dice baño, así se dice casa, así se pronuncia; aun cuando en ellos en sus hogares no pueden tener esos espacios. La cocina por decir algo, ver una cocina en un gráfico presentado puede ser muy diferente a la cocina que ellos viven en su casa, entonces esas cositas de pronto no les da para que ellos los tengan así. Y otra cosa, que de pronto me ha funcionado es que tenemos a veces la identificación de algunas cosas y las colocamos si es dentro de la escuela, decir silla, tablero, decir todas esas cositas, todo lo que es vocabulario como iniciativa de enseñarles algo de vocabulario, puesto que

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no soy experto, no tengo la pronunciación correcta. Entonces, en vez de enseñarles manías o cosas que no son, trato de enseñarle y que lleven un conocimiento básico en cosas esenciales.

**María: ¿Considera usted como licenciado en educación física que el inglés es importante?**

**Manuel:** hoy en día estamos en el mundo globalizado inicialmente, y es uno de los idiomas más hablados del contexto, es necesario e indispensable conocer algo del inglés, no solamente para los niños, también para nosotros los maestros para para las personas que les gusta aprender y que tienen la oportunidad de pronto de y salir del país es esencial. Ósea, pienso yo que en que en lo que se está de pronto fallando un poco es que a veces vemos la ruralidad, al campesino como esa persona que no tiene la oportunidad de ir al exterior cuando ahí tenemos un gran potencial en el campo, lástima que de pronto las políticas gubernamentales no lo hayan visto así, porque en el campo hay una gran potencialidad de personas con intelecto inmenso, con personas creativas, y que de pronto a futuro si se cambiará esa forma de pensar, que mejor que tener un campesino que fuera políglota no solamente en inglés y sino también del mandarín de muchos otros idiomas, que son que son necesarios para la vida porque el comercio sus pequeñas parcelas están produciendo a veces frutas, por decir algo aquí estamos en un una región que es bendecida porque todo lo que se siembra se puede cosechar, y aquí tenemos lugares como hablemos del occidente de Boyacá, Tununguá, Briceño, Maripi, Muzo, Otanche; de todo estos lugares hay producción agrícola y que se pudiera llevar a diferentes lugares y hacer negocios con ellos, que mejor que el mismo campesino lo hiciera directamente que ellos tuvieran los contactos y que pudieran -en el idioma que se presente- poder hacer esos negocios es una cuestión que yo considero necesaria.

**María: todas aquellas leyes concernientes al inglés ¿realmente son aplicables?**

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**Manuel:** No, pienso que en Colombia hay un desfase creo que por ahí el 70% de la normatividad esta errada, no es la que debería ser para las para las comunidades, hacen normas, hacen leyes desde un escritorio sin conocer el contexto, sin ver la necesidad. Por ejemplo, hoy día yo le digo una cosa se escucha hablando al gobierno de conectividad, decir que estamos en virtualidad, sabiendo que eso no es y ante los noticieros cometen el error de decir es que hay unos niños determinado sector que les toca ir hasta un determinado lugar, subirse a un árbol para poder tener el acceso a la tecnología, el acceso a la educación...eso no debería enorgullecernos sino lo contrario, darnos tristeza de ver como las normas, como el gobierno vende una imagen que no es y tenemos a veces hasta la desfachatez aquí en Colombia, e ir al exterior a decir que estamos haciendo todo lo contrario. Pienso yo que dentro de la ética, dentro de las funciones gubernamentales, claro que hablar de política y hablar de ética como que no pueden ir, pero considero que esa política en cuanto al bilingüismo, al inglés a que mire por ejemplo decían que en el 2025 ya todos van a ser bilingües, eso es algo que es inalcanzable créame, que lograr eso utópico en estos momentos; más cuando los recursos que se destinan para educación los miran a ver cómo los pueden ir cada día mermando, gastando en guerra, porque les gusta la guerra infortunadamente, cuando lo que debiera ser para para apoyar a los maestros en sus escuelas llevarles educación de calidad a la gente, cobertura en Internet, todo eso no se da. Porque se están llevando los dineros para otro otros lados, hacen 10 veces el mismo cuento un puente que hasta cincuenta años duran haciéndolos eso es una cuestión que a veces da hasta mal genio ver cómo venden una cosa y hacen otra.

**María: ¿Algún consejo para la práctica docente en la ruralidad?**

**Manuel:** ojalá las universidades como donde tú estás, tuvieran en cuenta en su pensum en su actividad académica que el muchacho aprendiera la ruralidad, el trabajo en la ruralidad. No

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es lo mismo trabajar en la urbanidad que en la ruralidad, y esto ya está demostrado de muchas formas, esta pandemia nos reveló lo frágil de nuestro sistema educativo y de conectividad, porque tenemos los maestros, pero no están preparados para trabajar en la ruralidad; nos toca ir haciendo y aprendiendo de la experiencia. No hay la formación y la universidad las universidades descuidan ese aspecto porque vamos a estrellarnos, por ejemplo, en la organización.

### **Appendix C: Transcription of Interview two**

**Date:** February 24th, 2021

**María: cuénteme sobre su experiencia en el colegio, ¿Cómo fue?**

**Manuel:** Estudié en un colegio académico, que hoy en día es agropecuario, el colegio Antonio Nariño, la rutina empezaba a las 7 am y terminaba a la 1pm. Los profesores fueron muy amables y colaboradores con nosotros, éramos 27 estudiantes en el curso, teníamos una buena relación, nos ayudábamos con las tareas entre nosotros; ya que en ese tiempo era difícil tener material para trabajar debido a la cuestión económica y la falta de la tecnología, lo que hacía que la llegada de la información fuera un poco más deficiente que ahora. El trabajo se desarrollaba siempre en libros, los docentes dictaban la clase y dejaban las tareas para la casa, las cuales se debían desarrollar sobre todo en las noches ya que en las tardes llegábamos a ayudar en las labores de casa y del campo. Siempre estuvimos muy vinculados a la vida campesina, porque nuestros padres nos enseñaron desde pequeños a colaborar en las labores propias del campesino. Luego de ayudar en dichas labores, procedía a hacer mis deberes del colegio para cumplir los requerimientos del colegio, hacer consultas a veces en libros que el mismo colegio exigía que tuviéramos como guía, para preparar las evaluaciones, que recuerdo eran muy exigentes ya que en ese tiempo si se perdía un área se perdía el año académico, no había recuperaciones; por lo

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que siempre tuvimos que estar muy aplicados en el estudio. Sólo se presentaba la oportunidad de pasar o habilitar una materia y de ahí dependía el éxito o la repitencia del año, basado en ello pasé todos los años del colegio. Tengo muy buenos recuerdos de mis compañeros y profesores, gratas añoranzas que hoy recuerdo y que en su tiempo me parecían difíciles.

### **María: Después del colegio, ¿Cómo fue su paso por el pregrado?**

**Manuel:** El pregrado fue una lucha, fue una situación exigente de parte de mi familia, ya que no había recursos de poderme apoyar en el estudio universitario, tuve que dejar varios años sin iniciar el pregrado por la ausencia de recursos. Luego, cuando tuve estabilidad laboral y económica pude matricularme en el sistema de educación a distancia, semi-presencial; en el cual tenía que asistir los sábados y a veces los domingos a clase presencial, en las cuales los maestros nos dejaban bastantes trabajos para sustentar en la próxima clase. Fue un proceso que exigía bastante solidez en el trabajo continuo para desarrollar los requerimientos de los profesores. Ese tiempo fue de muchas necesidades económicas, ya que a veces tenía dinero para el material (fotocopias) pero no para el almuerzo u otras cosas, tocaba establecer prioridades y distribuir el dinero, fue duro reunir los recursos para el pago del semestre. Recuerdo también a mis profesores, todavía tengo comunicación con algunos de ellos y vemos como hemos evolucionado desde el pregrado, y la búsqueda de alternativas mía y de mis antiguos compañeros para continuar con nuestra profesión. El pregrado no fue fácil, pasé por dificultades y tuve que hacer sacrificios, pero creo que cuando uno se propone una meta hay que alcanzarla.

### **María: ¿Después del pregrado ha seguido estudiando?**

**Manuel:** Claro, luego del pregrado pude hacer una especialización en informática educativa, también bajo la modalidad semipresencial en la Universidad de Santander. Lo difícil, nuevamente fue empezar y conseguir los recursos económicos, luego ya la disciplina hace que

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conseguirlos y apartar una parte del sueldo para continuar con la educación. Con esta especialización buscaba, aumentar los ingresos económicos y aprender mucho más académicamente hablando, lo primero fue un poco más tardado y lo segundo se fue adquiriendo durante los semestres. Además, con este sistema de los docentes 1278 fue un poco tortuoso ascender en el escalafón, para poder obtener una mejor ubicación y mejores ingresos, pero luego de terminar la especialización tuve que esperar varios años el concurso docente y luego pasarlo para poder disfrutar de los frutos del esfuerzo impreso en este proceso; que fue muy bonito porque gracias a la semipresencialidad pude compartir y nutrir mi conocimiento con las experiencias de compañeros de diferentes sectores y partes. Fue muy satisfactorio. Actualmente me presenté a una oportunidad de becas patrocinadas por la Secretaría de educación de Boyacá, el programa beca maestra con la UPTC y Colciencias. Me pude presentar a la convocatoria, avancé en el proceso y hoy estoy cursando el cuarto semestre de los estudios de maestría. Ha sido difícil, por la situación de la pandemia, que ha modificado la labor docente y de estudiante, también durante este proceso y modalidad (por el Covid) he sacrificado el compartir con la familia, por lograr el objetivo: ser magister, poder avanzar en conocimiento para poder prestar un mejor servicio a los estudiantes y a los compañeros en la institución.

**María: Hablando de la situación actual debido a la pandemia como estudiante y profesor ¿Cómo percibe la diferencia académica? Por ejemplo, como estudiante en el colegio y ahora como profesor.**

**Manuel:** Son dos mundos distintos, pero de ellos se aprende. La experiencia se vive de forma diferente, empezando por la relación de amistad entre estudiantes y docentes, la primera era menos exigente. Ahora veo con gratitud que los muchachos que uno forma disfrutaban, porque luego de que salen del colegio vuelven a la escuela a saludar y agradecer lo que uno como

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profesor hizo por ellos, es muy gratificante. La labor docente es ante todo de contacto de aprecio, cariño y de entregarse al otro. La pandemia nos ha cambiado ese rol, no hay contacto, no podemos estar delante de nuestros estudiantes y eso se añora. Cuando yo estaba estudiando pues el objetivo era pasar el año, hoy en día como profesor toca planear el tiempo para poder llegar a todos, para que la clase sea diferente y que aprendan, aunque no es lo mismo, son tiempos diferentes comparados con mis épocas de estudiante y docente, pero de ellas se puede decir que se tienen gratos recuerdos.

**María:** Usted ya había estudiado a distancia antes de la pandemia, ahora con la nueva virtualidad y como estudiante de maestría ¿El modelo ha cambiado mucho?

**Manuel:** Claro, empezando porque cuando estuve haciendo el pregrado y la especialización, no existían tantos aparatos con los que ahora nos podemos comunicar como la internet, la tecnología y celulares inteligentes; cambió mucho, nos da la oportunidad de interactuar de manera diferente con los compañeros. No es lo mismo preparar una exposición presencial que una a través de Google Meet, los recursos también han cambiado completamente y la actividad se transforma. De esto hemos aprendido que hace falta el contacto con el compañero, el estudiante, se extraña el compartir, no solo de manera instructiva/académica sino también el sentir el otro al lado. Por más que la tecnología avance nunca cambiará el contacto durante la clase; la interacción, de cualquier tipo.

### **Appendix C: multimodal transcription**

**Date: March 31st 2021**

**María:** Traiga dos libros de inglés con los que enseña.

**Manuel:** Listo

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**María:** ¿Que enfoque tiene un libro y qué enfoque tiene el otro?

**Manuel:** Bueno, los libros contienen un inglés básico orientado por grados, pero en la escuela multigrado yo manejo por bloques; preescolar, primero y segundo, y tercero cuarto y quinto. Entonces, los temas de ellos van estructurados de diferente manera. En este caso el libro es de primero el cual trabajo de preescolar a segundo, se ven temas como los amigos, la escuela, la familia, el cuerpo, las diferencias, las frutas, los colores, los animales... cada uno de ellos está estructurado de una forma que es fácil de trabajar, yo los trabajo con fotocopias. Pero antes en presencialidad yo les llevaba un video que explicara la temática, y entonces ya en grado segundo y tercero se ve la misma temática pero que es diferente a la de primero porque ya es un poco más avanzada. Y entonces, los niños desarrollan la fotocopia y de paso trabajo un poco de artística, porque los pongo a colorear, a que escribamos las palabras, a que identifiquemos las figuras, a que completemos las oraciones, y así se nos pasan las dos horas de inglés semanal con ellos. Ahora en virtualidad estamos elaborando guías con PA, las cuales van ya elaboradas por un grupo de trabajo de profesores, cada profesor ha tomado una de las áreas en las que se desempeña mejor. Estamos elaborando guías de inglés de acuerdo a un plan de área que tenemos en la institución, de la misma forma manejados por bloques, y pues ya corresponde a nosotros descargar un video, en mi caso lo coloco en el computador y en el altavoz, porque mi forma de enseñar ahora es por teléfono, entonces se los pongo para que ellos escuchen y a quienes puedo les envío un audio de WhatsApp y ahí va incluida la información de la clase.

**María:** ¿Qué método tiene un libro y qué método tiene el otro?

**Manuel:** los métodos son similares, lo que cambia es el grado de complejidad de la temática. Si se observan los libros por ejemplo en este está lo básico, los saludos. Pero en el segundo ya arranca con el trabajo de las mismas frases, pero complementado con otros temas,

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como es la familia. Tienen el mismo método, como yo los veo son similares en su estructura, son de la misma editorial, la estructura es la misma. Por ejemplo, vemos que en los textos los puntos dos siempre son completar, recortar y pegar, en los 3 en la mayoría es marcar la respuesta correcta y en los 4 y 5 ya viene algo que es un poco más lúdico que es aprender algún diálogo y relacionarlo con unos dibujos que se presentan ahí. Los libros tienen la misma **estructura**, ya que trabajo libros elaborados por unos mismos autores y una misma editorial.

**María:** ¿Qué estrategias manejan esos libros?

**Manuel:** Manejan estrategias de Relación

**María:** ¿En los dos libros?

**Manuel:** Si señora en ambos, en el de segundo tenemos también sopas de letras, aprender jugando como los niños van mirando algunas figuras y tienen que ir relacionando en los cuadritos, ambos libros tienen la misma temática, lo que cambia es la complejidad. Luego ya pasamos a mi escuela y ahí están los útiles, lo que tenemos en las clases, esta estrategia por ejemplo sigue con los mismos, tenemos relación de objetos, e imágenes. Es bonito porque me parece muy útil porque lo utilizo de forma transversal y ahí les trabajo también artística. En algunos apartes, me sirvió el año anterior el árbol genealógico, son temas que sirven para la transversalidad para que los niños conozcan los proyectos transversales. No soy licenciado en idiomas, pero trato de llevarles a ellos cosas que sean prácticas que utilicen varios recursos, esto se complementa con un trabajo que siempre llevamos es que del vocabulario que estamos desarrollando los niños deben hacer flashcards, un dibujito y pueden poner la pronunciación, como se escribe, esos tres aspectos nos ayudan a avanzar, lo que va cambiando es el grado de complejidad de las temáticas. No soy bilingüe, y tampoco mi nivel de inglés es muy alto por eso trabajamos, y me baso mucho en estos libros porque me parecen interesantes en su estructura y

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actividades para todos los grados. Por ejemplo, si los niños de primero, segundo y de preescolar ya desarrollaron el modulo uno simplemente paso al dos, voy haciendo repaso y retroalimentación, y ya cuando un niño (que en la casa le colaboran mucho) se le puede ir adelantando la temática. Trabajo en base a esos libros, pero ahora en pandemia estamos elaborando guía, vienen completas vienen con ejercicios y actividades que pueden desarrollar con la familia. Los mismos padres de familia manifiestan que ellos aprenden que aprenden con sus hijos, eso es importante, porque hay padres de familia que no conocían o conocen temáticas de inglés, porque algunos de ellos son analfabetas o tuvieron hasta cierto grado de primaria y en su educación nunca recibieron inglés, y eso es importante.

**María:** ¿Qué actividades maneja el libro A y el B?

**Manuel:** Bueno, en el libro uno maneja en la primera parte actividades de colorear, en la segunda actividad de escribir y colorear, sobre la misma temática partimos de un punto central que se va desglosando poco a poco. Finalmente va hora de relacionar y marcar la figura, y con eso se termina la actividad del libro uno. En el libro dos, en la misma temática, la familia, primero colorear y relacionar los miembros de la familia desde un aspecto primario, luego lo empiezo a desglosar, tomando algunas imágenes en las que deben identificar y colorear también. Temática similar a la otra, sino que cambia el grado de complejidad, la tercera es completar oraciones, y tercero el árbol genealógico en los que tienen que complementar con imágenes. Y finalmente viene un elemento de evaluación, que es encontrar en sopas de letras, responder preguntas. La estructura es muy similar.

**María:** usted me decía en la primera entrevista que había aspectos que lo confundían ¿Cuál es el aspecto que lo confunde?

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**Manuel:** El inglés tiene particularidades, se escribe de una forma, se pronuncia de otra, hay que tener en cuenta la concordancia en la oración, muy diferente a la de nosotros, esas cosas en la traducción digo: ¿por qué no dicen igual que en el español?, o sea no está ordenada la oración con la misma estructura, esas cosas hacen para mi complejo la enseñanza del inglés. Porque más que todo los docentes rurales no hemos tenido la capacitación y formación en idioma extranjero. Si nosotros tuviésemos la oportunidad de que una secretaría (de educación) nos convocara a capacitación, pero siempre convocan a inmersiones del inglés, en la cual ya usted tiene que ir con un nivel de inglés alto, más no inicial. Y en mi caso yo aprendí inglés hace más de 30 años, porque en ese entonces nos enseñaban sexto, séptimo, octavo y noveno nos enseñaban inglés, 10 y 11 nos enseñaban francés. Entonces la formación en inglés de ese entonces equivale a lo que hoy nosotros podemos medio enseñar en primaria, inclusive mucho menos en cuestiones de complejidad de las temáticas, porque el inglés que se veía hace en 30 años era muy básico en comparación con el idioma que se maneja hoy en día en las instituciones educativas.

**María:** ¿Cómo evalúa su práctica docente/enseñanza?

**Manuel:** empleo la autoevaluación más que todo, y el dialogo de los compañeros. Y por ejemplo cuando hablo con los compañeros, en este caso con la profe de inglés en la sede central yo le decía ¿Qué les enseño a los niños? Y ella siempre me decía que enséñeles vocabulario, porque si ellos traen unas buenas bases en vocabulario será fácil que ellos aprendan a hacer oraciones en concordancia, que empiecen a trabajar los términos verbales. Entonces, uno trata de hacer lo mejor desde su punto de vista, desde los elementos que se tienen a la mano, para mejorar cada día. Al final de la clase puedo decir, me faltó otro elemento de tecnología para poderles mostrar, por ejemplo, una película en inglés, pero a veces hay situaciones en las que se va la luz

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y yo tenía programado llevarles el vocabulario y no se pudo presentar, entonces nos toca tener un plan b para las clases. Me ha pasado, yo cargo el portátil a todos lados y mientras yo tenga el portátil cargado no importa si no hay luz, ha pasado que el día de la clase de inglés se va la luz y a veces pasan dos o tres días sin llegar. Son situaciones en las cuales uno se aborda, y en las que tenemos que buscar estrategias para mejorar, eso lo hago desde el punto de vista de la autoevaluación.

**María:** ¿Cómo evalúa el aprendizaje de sus estudiantes?

**Manuel:** De acuerdo a los avances de cada uno, y en las clases tratamos de hacerles algo de retroalimentación. Si el estudiante recuerda las temáticas que se vieron anteriormente, seguimos avanzando, si hay dificultades se opta por una evaluación flexible en la que el niño comparte con el otro para aprender, es decir si un niño tiene facilidad con cierto tema, ese niño le puede colaborar al que tiene dificultades. Desde este aspecto trato de que todos vayamos al mismo ritmo, aunque es una tarea compleja, porque yo sé que algunos aprenden por el momento; por la evaluación, que casi siempre es oral.

### **Appendix D: Autobiographical Writing**

Date: April 21<sup>st</sup>, 2021

#### Autobiografía.

Mi nombre es Pedro Martin Pinilla Benítez, nací el 19 del mes de agosto del año 1974 en Caldas Municipio de la provincia del occidente de Boyacá, tengo 46 años, hijo de María Engracia Benítez y Pedro Alejandrino Pinilla crecí en un hogar campesino que inicialmente se estableció en la vereda palmar y luego en el sector bajo de la vereda Espalda de este municipio. Soy el quinto de seis hermanos que durante nuestra infancia y juventud disfrutaron de las labores propias del campo de la libertad y las costumbres propias de estos territorios rurales. Mi vida

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familiar se desarrolló en medio de necesidades de índole económico propias del campo y el amor y cariño de unos padres laboriosos que me enseñaron a trabajar y ser una buena persona.

A la edad de seis años ingrese a la escuela Antonio Nariño donde estudié hasta quinto grado, mis maestras de esos grados se llamaban Berta Moreno y María Villamil, los recuerdos de esta experiencia infantil son muy gratos recuerdo mi salón de clases y algunos de mis compañeros de estudio con los que en la actualidad tengo la oportunidad de compartir, a los 11 años ingrese al en ese entonces Colegio Cooperativo Antonio Nariño de Nariño Caldas, hoy Institución Educativa Antonio Nariño, ahí curse los 6 años de colegio hasta lograr graduarme en el año de 1993 año en el que obtuve el mejor puntaje del ICFES en la institución.

Hacia el año 1997 fallece mi madre de un infarto en la ciudad de Bogotá luego de esto me desempeñe en oficios del campo, sembraba papa, maíz, arveja y trigo principalmente, también realice labores de cuidado de ganado que teníamos en nuestra finca familiar también fui presidente de junta de acción comunal de la vereda. Hacia el año 1999 con esfuerzo ingresé a estudiar Educación Física Recreación y Deportes en la Universidad del Tolima con el sistema a distancia y tutorías los fines de semana. Hacia el año 2000 fui concejal de mi Municipio por el movimiento Comunal y comunitario de Colombia donde pude trabajar como representante de la comunidad y realizar algunas actividades deportivas con trascendencia regional. Por otro lado, fui trabajador del municipio como celador del colegio Antonio Nariño, allí conocí a Fabiola Florián con quien tengo una hermosa hija.

En el año 2004 me gradué y luego hice práctica educativa en el colegio donde estude y trabaje, luego comencé a trabajar como docente en el municipio de Otanche en la escuela los bancos del sector de pizarrá y más tarde en el sector barro blanco de este mismo municipio. En el 2005 me cambie de residencia a Chiquinquirá. Este mismo año presenté a concurso docente

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donde tuve la oportunidad de escoger una escuela para trabajar, llegando en el año 2006 a la escuela Manote Alto del municipio de Pauna donde laboro hasta la actualidad, es una comunidad muy generosa, respetuosa y que valoran mucho mi labor.

En este mismo año 2006 acepte la designación como presidente de la Asociación Comunal de juntas de caldas hasta el año 2017, ahí desarrollamos trabajo comunitario, deportivo y también de medio ambiente con los presidentes de junta de acción comunal, hacia el año 2008 me vinculé con la naciente Emisora comunitaria del municipio de caldas “ la voz de mi tierrita” 94.1 allí creamos junto con otros amigos 5 programas que por años han acompañado a los oyentes hasta el año 2016 donde por otros compromisos personales me traslade hacia otra emisora de la región Radio Furatena donde por 5 años pude realizar el programa Alma campesina donde se divulgaba la música carranguera, la copla y cultura popular.

En el año 2008 contraí matrimonio con Alcira Burgos con quien tengo 2 hijos: Angie Katherine de 16 años y Andrés Felipe de 12 años, Hacia el año 2010 realice estudios de especialización de informática educativa con la universidad de Santander UDES, ese mismo año merecí ganar un premio con el programa computadores para educar a nivel nacional en el programa sueños de aula.

En el año 2014 murió mi padre y las responsabilidades de la finca son delegadas por mis hermanas en mí, hasta la actualidad En el año 2019 comienzo estudio Maestría en educación en la universidad pedagógica y Tecnológica de Colombia gracias al programa Beca Maestra. Actualmente estoy terminando dicho estudio.

Como campesino que continúo siendo, me gusta la música de nuestra tierra boyacense en especial la música carranguera y soy compositor de ella grabando al momento 2 canciones y a futuro tengo proyectado grabar unas 10 más, me agrada la comida típica Boyacense y el campo,

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a futuro quiero volver a la finca heredada de mis padres y continuar también el trabajo comunitario en mi Municipio.

Me motiva mucho organizar eventos deportivos, soy speaker de ciclo montañismo, maestro de ceremonias y presentador de eventos, me motiva ver en mis hijos mucho de lo que he sido, les gusta el campo, el estudio el arte, el deporte y la cultura , soy feliz siendo docente de unos niños campesinos como yo lo fui en mi niñez y ver en ellos futuros líderes de sus comunidades , cada día me preparo académicamente para ser mejor docente, mejor persona y un ejemplo para los niños y niñas de los que me rodeo entre ellos mis propios hijos.

Aspiro a ver a mis hijos siendo profesionales en lo que les agrada estudiar y dedicarse, de mis estudiantes espero también verlos realizados como profesionales o también logrando sus metas de superación como también siendo personas de bien y útiles a nuestra sociedad que tanto los necesita.

“Soy feliz siendo lo que soy, pero cada día sueño ser mejor, de esta forma lograré ser mejor que lo que pude haber soñado.

*Manuel (pseudonym)*

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**Appendix E: Narrative Frame**

**Date:** July 30th 2021

THE SNAKE- LA SERPIENTE.

Recuerdo una vez cuando estaba trabajando en la escuela Manote Alto del Municipio de Pauna tuve una experiencia muy particular con mis estudiantes en el momento del

Descanso. Ese día estaba en el patio escolar cuya ubicación se caracteriza por estar cerca de los matorrales me encontraba en el recreo cuando avisté una serpiente dirigiéndose hacia donde se encontraban los niños que en ese momento estaban disfrutando de sus juegos.

Mi primera reacción fue evitar que se acercara más para ello traté de tomar un trozo de un árbol con el que logré detenerla un poco, mientras uno de ellos buscaba algún otro elemento para ahuyentarla.

Mis estudiantes son campesinos que comúnmente se han enfrentado a situaciones como esta, por eso los animales como este no les causan miedo. Entonces, para ellos en ocasiones como esta ya saben cómo actuar. Finalmente, la pericia y astucia de algunos niños sirvió para lograr que se ahuyentara y regresara hacia los matorrales.

En este tipo de situaciones pudo ser de ayuda la experiencia de los estudiantes y su vivencia campesina ya que su respuesta a esta situación de peligro fue muy acertada.

En esta ocasión fue oportuno que estuvieran atentos a la presencia de estos animales que son muy peligrosos; sin embargo creo que es necesario realizar actividades con los estudiantes tendientes a crear un ambiente más seguro que permita mantener alejados estos animales.

En el futuro espero que podamos contar con un plan estratégico de prevención para estar alejados de estos peligros. Aunque en las escuelas rurales de nuestro país solo se cuenta con el apoyo de los padres de familia y los niños.