

LICENCIATURA EN LENGUA EXTRANJERA INGLÉS

The Life-Story and reflections upon being an English regional tutor at Santo Tomas University from CAU Chiquinquirá: Teaching practices and experiences in a regional context.

Research Field

The use of the English Language and its Contexts

Research Subproject

The Voices of the LLEI realities: Life stories and experiences

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Abstract

This project aims to understand the socio-academic experiences and reflections about English teaching practices and experiences in the particular context in which the English tutor teaches in order to understand how the voice of the tutor portrays the social and regional context in relation to the experience of being an English teacher of the Licenciatura en Lengua Extranjera Inglés (LLEI) in such environment. The present study makes part of the *study of the English language and its contexts* research field and it is framed under the *Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers' educational contexts* macro-project, which is focused on giving voice to the LLEI realities: life stories and experiences.

For this purpose, this research is focused on the life-story of Yolanda Duarte, a regional English teacher who works as an English tutor at Universidad Santo Tomás at CAU Chiquinquirá. Thus, this story-life research could lead future teachers and researchers to a better comprehension of the socio-academic experiences and daily life of the regional English teacher. Yolanda's stories are shaped by lifelong personal and community narratives, therefore narrative research allows me to present her experiences and reflections holistically in all its complexity and richness. This project applies concurrent interviewing and narrative frames, in which participants may recount their past history of language learning, as well as learning experiences and incidents that take place during the period of data collection.

Key words: Socio-academic experiences, Narratives, Story-life, English teaching, regional context



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1. CONTEXTUALIZATION

This project aims to understand the socio-academic experiences and reflections about English teaching practices and experiences in the particular context in which the English tutor teaches in order to understand how the voice of the tutor portrays the social and regional context in relation to the experience of being an English teacher of the Licenciatura en Lengua Extranjera Inglés (LLEI) in such environment.

This research statement arises in conjunction with the context of the 'Language Research Seedbed' of the LLEI and my own experience of being a student coming from a region. I focused my attention on the sociocultural environment that characterizes the regional educative contexts where the diverse experiences related to the teaching and learning of English as a foreign language take place, because I consider it is important for me as a future teacher and for the University to know what happens in other scenarios and realities where the LLEI has educational coverage.

For this purpose, I am going to focus on the life-story of Yolanda Duarte, a regional English tutor who works as an English tutor at Universidad Santo Tomás at CAU Chiquinquirá. She has a degree in English and she has worked in both context: urban and rural. Thus, this story-life research could lead me, as a student doing research, to a better comprehension of the socio-academic experiences of the regional English.



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Santo Tomás University is present in five cities of the country, as well as 23 Centers for University Assistance that support distance learning nationwide. Cau Chiquinquirá offers the degree in Licenciatura en Lengua Extranjera Inglés as a distance program. Chiquinquirá is a town in Boyacá, it is constituted by two zones: the urban zone or town which is formed by approximately 40 neighborhoods between the strata 1 and 4; and the rural zone which is divided in 17 sub zones located around the city. The students who assist there, come from the rural area of Chiquinquirá and also from the town. Likewise, there are some students who come from different towns which are near to Chiquinquirá.

Yolanda started working in Chiquinquirá as a part time teacher in the second semester of 2015. Then, she was promoted to full time teacher in 2016. She goes to university from Tuesdays to Saturdays and she works from 8 am to 6 pm. On Tuesdays and Wednesdays mornings she usually has tutoring sessions with a student with special educational needs. On Tuesdays and Thursdays afternoons she also has tutoring sessions with some priests who can't attend classes on Saturdays. On Thursday afternoon she has a personalized tutoring session with a Pre intermediate 1 student. Along the week she has other duties such as: checking the courses in the virtual room, preparing lessons, grading assignments when the subject is "Regional" and helping with administrative issues when it is necessary.

Yolanda's stories and daily life experiences are shaped by lifelong personal and community narratives, therefore narrative research allows me to present her experience holistically in all its



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complexity and richness. Besides, narrative illustrates the temporal notion of experience and reflection, recognizing that Yolanda's understanding of people and events changes. Particular events become important parts of our life because they provide some meaningful information about who we are, and the narrative forms for representing and recounting these events provide a particular structure for understanding and conveying this meaning. (Neisser and Fivush, 1994, p. 136)

In addition, it is important to highlight the idea of context and the relation of such dimension with cultural identity in narrative inquiry. Narrative inquiry is “Cultural Identity – Personal and Professional”, personal and professional identity develops within social-cultural contexts and is influenced by those contexts. The goals of the narratives are to help students and teachers understand their own cultural identities and their influence on their professional practice and to help them develop intercultural sensitivity through learning to see life from more than one perspective. (Trahar, 2011, p. 56)

So, in order to bring unheard and unknown voices of teachers and learners and the significance of context in distance education, taking into account the realities in Colombia and its regions, this research follows a general procedural guide proposed by Clandinin and Connelly (2000) and Gary Barkhuizen (2014) for conducting a narrative study.

In conclusion, in the first place, it exists the option under the perspective of narrative of arising the interest on an individual who has stories or life experiences to tell, and gather those



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stories or “field texts.” Then, it is necessary to do the analysis of the participants’ stories or personal experiences, and then “restory” them into a framework that makes sense. This framework may consist of gathering stories, analyzing them for key elements of the story (e.g., time, place, plot, and scene), and finally rewriting the stories to place them within a chronological sequence (Ollerenshaw & Creswell, 2000).

2. RESEARCH STATEMENT

This project aims to understand how the voice of the tutor portrays the social and regional context in relation to the experience of being an English teacher of the bachelor in English (LLEI) in such environment. The present study makes part of the research field, *the study of the English language and its contexts* research field and it is framed under the macroproject *Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers’ educational contexts*, which focuses on giving voice to the LLEI realities: life stories and experiences.

Connelly and Clandinin (1990) observe that narratives are stories of experience, and stories lived and told are the core of any narrative research activity. That is why, this research focuses on a regional English teacher’s experiences and reflections of educational contexts. Besides, it responds to the research’s path objective which is to understand the foreign language and the academic experiences in their sociocultural context. Thus, this project could result in more



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genuine reflection about what happens in other regions of Colombia where conditions for English language teaching (ELT) change dramatically. So this research would reveal useful information about the relationship between the experiences of the regional teachers and what they were learning during the teaching and learning process in the rural context.

It is meaningful to identify and characterize the English classroom process and one of the best way to do it is by hearing the experiences and story-life of a current teacher. Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experience and cultural context (Clandinin and Connelly, 2000).

So, by doing this narrative research, I could explore some hidden spaces and attitudes of a regional teacher and from that, we (the main character of this story and I) could output some reflections about the teacher's experiences in a regional context. In this case, the data gathered by the research could give us insight into many aspects of the teachers' working lives, such as the importance of English; the changes taking place in teaching in different context; the teacher's concerns about the rural context in Colombia; and the frustrations or advantages experienced because of the different context.

This could lead the participants, the community, the teacher and the researcher do a better comprehension of the sociocultural contexts, to raise again the role of the context in the classroom and to reconsider our educative experiences. We cannot ignore there are several



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differences between being a tutor in the city and being a tutor in the countryside, such like the access to internet, the mobility, the students' interests, etc. So human stories of lived experiences and reflections would provide us with a framework through we can understand the real English teachers' realities. Narrative, and the stories it records, gives research a way to highlight those understandings often not revealed by traditional modes of inquiry.

I am a future teacher and I consider it is important to understand the relationship between the educational process and the sociocultural context. Likewise, the research process would be a chance to articulate my pedagogic experience with the research experience, so I could start to understand other dimensions behind the role of the teacher in regards to the experience and the reality of ELT in some educational contexts. In doing so, the research would generate much information which could be very useful for developing and refining further research topics and specific research questions.

Finally, the research proposal is equally a contribution to the LLEI program, because it stimulates the visibility of investigation in the program and the objects of study established on its investigation branches. Also, it contributes to the Language Research Seedbed that belongs to the LLEI program and its macro project and to the generation of understanding about the social, educational and regional contexts, where the research becomes in the transforming axis of formation and pedagogical action of the actors that constitute the educational process on the foreign language.



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2.1 Main question: *How does the life-story upon being an English tutor at Santo Tomás University from CAU Chiquinquirá portray the English teaching experiences and practices in a regional context?*

2.2 Main research objective:

To portray *the life-story, experiences and reflections upon being an English regional tutor from CAU Chiquinquirá at Santo Tomás University.*

3. THEORETICAL FRAMEWORK

3.1 Narrative inquiry

Narrative inquiry has been a recognized research methodology in fields ranging from anthropology to psychology to education and writing studies. It belongs to the qualitative research orientation, and most qualitative methods used in other approaches such as observation, interviews and journal writing are also used in the data collection process in narrative inquiry.

The Canadian researchers Connelly and Clandinin (1990) were the forefathers of the narrative inquiry. They used the term to describe an already developing approach to teacher education that focused on personal storytelling. Due to their acknowledgement of the importance of telling each other stories of educational experience, narrative inquiry is “concerned with analyzing and criticizing the stories we tell, hear and read in the course of work. It is also



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concerned with the myths that surround us and are embedded in our social interactions.”

(Webster and Mertova, 2007, p. 7).

Since this project aims to explore the distance English teaching practices and experiences in a rural context, I consider that one of the best way to do it is by implementing the life-story for doing narrative inquiry based on the teaching experience of a regional tutor of the LLEI program of Santo Tomás University CAU Chiquinquirá. Connelly and Clandinin (1990) point that the study of narratives is “the study of the ways humans experience the world” (p.2). So, the narrative inquiry frames the study of human experience.

In fact, the concept of narrative can be refined into a view that research is the construction and reconstruction of personal and social stories (Jonassen, 1997). Moreover, “the narrative can tap the social context or culture in which this construction takes place. Just as a story unfolds the complexities of characters, relationships and settings, so too can complex problems be explored in this way.” (Webster and Mertova, 2007, p. 4)

Additionally, it is imperative to remark the relevant role of the individuals and their perspective of life. Webster and Mertova (2007) reveal that narrative inquiry is human centered in that it captures and analyses life stories. In doing this it has the ability to document critical life events in illuminating detail, and yet also reveal holistic views, qualities that give stories valuable potential for research (p. 13).



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Besides, Gudmundsdottir (1995) observes that narratives allow us to discover new meanings by assimilating experiences into a narrative schema. Connectedness of the story as it moves through time is seen as the transfer of knowledge, progressing from an incomplete story to a more complete one.

Narrative inquiry is grounded in relationships that offer both researcher and participants a narrative space for telling and retelling experiences they have lived, and are living. As stories are retold, that is, inquired into, possibilities emerge for reliving in more thoughtful and responsive ways in the future (Clandinin and Connelly, 1998).

Likewise, doing narrative inquiry could be a dual process because as Gough (1991) said, narrative inquiry might be emancipatory in the way that reflecting critically on the stories that we read, hear, live and tell may help us to understand how we can use them more responsibly and creatively and free ourselves from their constraints.

McEwan and Egan (1995, p. 179) quoted Carr (1986) when he summarizes the notions of narrative and practice. Carr says that “we encounter practices in the present, at a point of intersection of past and future, but we must understand them as part of a process of change. The business of understanding practices will require us to tell stories about how they evolved and with what purpose. Practices require, for their full characterization, descriptions of current



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actions and language use placed in the context of historical accounts that help to explain how the practices have taken their current shape.”

3.1.2 Narratives in educational research

As Jeong-Hee Kim (2015) states, the main claim for the use of narrative in educational research is that narrative is a way of organizing human experience, since human lead storied lives individually and socially. So narrative inquiry embodies theoretical ideas about educational experiences as lived and told stories.

Dyson and Genishi (1994) said that narratives are way more connected to the real life and the sociocultural world than we could imagine. They affirm that “stories help to make sense of, evaluate, and integrate the tensions inherent in experience: the past with the present, the fictional with the real, the official with the unofficial, personal with the professional, the canonical with the different and unexpected”.

Stories help us transform the present and shape the future for our students and ourselves so that it will be richer or better than the past (Dyson and Genishi, 1994, pp. 242–243). Roberts (2002) argues that this inquiry denotes work which uses the stories of individuals, an English regional distance education tutor in this case, and other ‘personal materials’ to understand the individual life within its social context.



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Connelly and Clandinin (1990) say that these stories are told informally (not in every single case) and they could be anecdotes, gossip, documents, journal articles, presentations, media and all other texts and artefacts that we use to construct and convey meaning in our daily lives. Thus, life-stories have become relevant for narrative research since they are a fairly complete narrating of one's entire experience of life as a whole, highlighting the most important aspects (Atkinson, 1998. p, 126). Likewise, Roberts (2002) stays that both the respondents' 'story' and its interpretation by the researcher are shaped by narrative conventions. Life stories commonly refer to 'real' events and experiences and these events are necessary aspects of analysis.

Seeing that previous theoretical revision, I could tell that narrative inquiry has become a knowledge-producing method of inquiry appropriate for the study of educational experience. Pinar (1975) do an early characterization of narrative method which involves three steps:

"First to render one's educational experience into words. The second is to use one's critical faculties to understand what principles and patterns have been operative in one's educational life, hence achieving a more profound understanding of one's educational experience, as well as illuminating parts of the inner world and deepening one's self-understanding generally. The last task is to analyze other's experience to reveal what I call basic educational structures or processes that cross biographical lines." (Pinar, 1975, pp. 384–395)

Webster and Mertova (2007, p. 17) expose Gough's (1997) thoughts about the emerging prominence of narrative in educational research. He affirms that the study of narrative is one way of approaching a number of theoretical and practical problems in education. We should take into



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account that these perspectives are situated in Gough's interrelated worldview and practice as both a researcher and a teacher. He argues that teacher educators and educational researchers tell stories to learners, colleagues and other researchers. Educational training is also experiencing demands for different theoretical resources.

3.1.3 The place of the story

Clandinin (2007) says that thinking with stories is thinking relationally as a narrative. In narrative inquiry we think with stories in multiple ways: toward our stories, toward others' stories, toward all the social, institutional, cultural, familial and linguistic narratives in which we are embedded as well as toward what begins to emerge in the sharing of our lived and told stories. In order to come to understand what it means to think with stories as a narrative inquirer, we need to begin experientially (Trahar, 2011, p. 34).

Likewise, stories allow us to watch what an experience can do to people who are living that experience. It is the precise role of narrative to offer us a way of experiencing those effects without experimenting with our own lives as well. Narrative can allow us to take the measure of schemes intended for human improvement, and examine them as a story of experience. This subtle connection with construction of knowledge through experience allows narrative to be associated as a tool of research in conjunction with contemporary learning theories. (Webster and Mertova, 2007, p. 20)



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There are some relevant reasons for create stories. Yoder-Wise and Kowalski (2003) observe that the first one is *looking for recurring themes*, what actions have occurred that represent one's values, priorities, concerns, interests and experiences; *looking for consequences*, thinking about the effect of choices; *looking for lessons*, the influence of past actions in our behavior; *looking for what worked*, personal reflection and recall on professional successes; *looking for vulnerability*, identify any mistakes in order to stimulate listeners to explore better approaches to problems; *building for future experiences*, consider on how to create scenarios for handling certain situations; and last but not least, *exploring other resources*.

As a conclusion, we could say that when teachers tell their stories about their practices and experiences, they open to the researcher a box full of interesting information and knowledge about the socio-academic context in which they work at. Then the use of narrative as a research method may, for instance, give us a better understanding of teaching, learning and performance in a wide range of environments and may assist in generating more appropriate teaching tools and techniques which will be adapted to a real context and reality.

That's why we tend to use the life-story through narrative inquiry, because we are willing to analyze and to interpret those stories of experiences in order to have a better comprehension of the teaching process in a rural context.



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3.1.3.1 Examples of stories in narrative inquiry

3.1.3.1.1. Reflective stories of course participant in a graduate certificate course in law teaching in 2003' (2003); 'Stories of professional practice' (2005).

This is a case study from the teaching program in a faculty of law in which narrative is employed as a means of reflection by program participants on their professional practice, and also as a form of evaluation of the program. It was conducted for Webster and Mertova. The program is targeted at tertiary teachers of law and law-related disciplines and is carried out in a predominantly online distance learning mode, using specially designed flexible learning software.

A narrative approach is used by asking the participants to reflect on their current teaching practices and the teaching and learning issues incorporated in the program. They can assist program developers to identify critical aspects that require improvement or change better than, for instance, surveys incorporating multiple-choice questions that indicate degrees of program participant satisfaction (ranging from highly positive to highly negative). (Webster and Mertova, 2007, p. 38)



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3.1.3.1.2 Barkhuizen, G., & Wette, R. (2008). *Narrative Frames for Investigating the Experiences of Language Teachers*. Elsevier, System 36, 372-387.

In 2008 Barkhuizen and Wette introduced an approach to collecting written narrative data from teachers using narrative frames. To illustrate the concept and practice of using frames they drew on data collected from college English teachers in China during a professional development program they were involved in.

They were interested in learning about the teaching and research experiences of the teachers in these particular regional and institutional contexts. Four narrative frames templates were designed and distributed to the more than 200 teachers at regular intervals during the two-week program. The topics covered by the frames included their language teaching background, research engagement, experience with curriculum development, and assessment practices.

In their article the authors present illustrative findings relating to the teachers' engagement with research in their work environments. They conclude by discussing the strengths and limitations of the narrative frames approach to collecting written narrative data. (Barkhuizen, 2014, p. 45). Currently, in the context of this story I plan to explore, describe and then understand the socio academic experiences of a regional English tutor who works for the Santo Tomás University CAU Chiquinquirá.



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3.1.4 Life stories and reflexivity

Various authors refer that reflexivity is both an approach to research and a mode in which subjects can learn from practice and experiences in order to become open to multiple standpoints and have a critical attitude towards social context. Norton and Sliep (2018) determine reflexivity as a relational, contextual, dynamic and iterative process, influenced by past and present social interaction with others. Then, reflexivity “includes the embodied self and its response to the other selves with whom that self-interacts, and ... incorporates thoughtful action in the moment” (Door 2014, in Norton and Sliep 2018).

In other words, a reflexive process consists to understand who we are through our social interactions over time and how the world shapes us. Because by the examination of our and other’s historical, political and cultural assumptions and intentions we can understand how our actions are influenced and how we can transform our actions. (Norton and Sliep 2018).

Furthermore, telling stories and narrative inquiry facilitates the reflexive process because enables us to question the experience, to look more widely, to deconstruct our discourses and to open to a better understanding of how we judge and value others. Suarez Ortega (2013) affirms that this research approach prioritizes participants’ subjective consciousness and focuses on culture and context highlights, which makes it a reflexive holistic approach that links the micro and macro aspects of phenomena.



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“When stories are explored within a reflexive framework, participants are invited, through examining their own story, to recognise the power at play within dominant discourses that can then be challenged. This opens the way for the structuring of a new story and the development of both agency and a critical consciousness” (Norton and Sliep, 2018, p.51).

Having said that, we can recognize the importance of reflexivity and life-stories in an educational setting, because it is thanks to telling personal life stories and experiences that educators and learners can connect knowledge, beliefs and context in order to enable an exploration to the complexities of teaching and learning processes. It means that reflection provides a map to future actions and agency.

Agency is defined as the ability to make choices and to take action through efficacy beliefs, and a sense of control (Bandura, 2001). Then, reflexivity becomes a way to agency since it allows interrogation, change and transformation within a particular context. Reflexivity and agency enables the “development of a more authentic but critical lens through which to interpret our world, make decisions, and take action” (Norton and Sliep, 2018, p. 60).

In conclusion, the reflexive process helps subjects to find their voice, to be aware of their performativity, to be proud of their identity and beliefs and to be more confident with their practices and experiences. Narrators get a stronger sense of who they are and where they come from; they create a greater sense of self validation and they open to different possibilities and knowledge.



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3.2 Teaching practices and experiences in a regional context

It is important to recognize that language is not an objective and static system, just like students are not passively receivers. On the contrary, teachers and students are immersed in particular contexts, with their own problems, needs and motivations.

So, in the English classroom we tend to integrate and reproduce the political, economic and sociocultural issues, because teachers hold beliefs and previous knowledge which are related to their context and these beliefs have an impact on their teaching and learning classroom practices. Farrell and Yang quoted Borg (2003, p. 81) when he said that “teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” (Farrell & Yang, 2019, p. 5).

As Farrell (2007, 2015) has maintained teachers should reflect in their practices and experiences, so they can reconstruct their own beliefs and can provide meaningful and optimum learning conditions for the students, as well as a better awareness of the particularities of context and students. “This might imply that experience has been, as well as reflection, positioned as knowledge for living” (Clandinin & Connelly, 2000).

In this way, a narrative event encloses chronological, sociocultural and subjective accounts of experience that serve as a mode of inquiry to understand a little bit more the English teaching



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practices and experiences. In conclusion, “teachers’ everyday thinking and acting is intertwined with the particular context they are in since ‘(T)he classroom is a powerful environment for shaping and constraining how practicing teachers think and act” (Farrell & Yang, 2019, p. 5)

Therefore, it is necessary to present the Colombian rural outlook in order to understand the English teachers’ practices and experiences. For many years, the Colombian rural and regional sector has suffered a historical, political and economic neglect. There has been a huge difference between urban and rural sector in Colombia because of the large gap concerning the national investment.

The rural sector is neglected in terms of education, health and economic systems. Following Fraser (1997), this is the case because these ideas have come to fuel a palpable “denigration” and subsidiary role given to rural lifestyles and peoples, who tend to be viewed as of lower status and backward (Cruz Arcila, 2018).

As Pennycook (2001) says, language education is a socioculturally and politically engaged practice, it means that English teachers’s practices are contextualized with the social reality of the students and educative institution. Teachers construct a sort of experiential knowledge and social sensitivity and this is localized for specific “questions of gender, class, sexuality, race, ethnicity, culture, identity, politics, ideology, and discourse” (p. 10). So, teachers, students and institutions are delimited by the broader historical, political, and social conditions.



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3.2.1 Being a regional tutor of a distance education language program

St. Thomas University is a private higher education institution that has a presence in five cities and 23 CAU Care Centers University in open and distance mode. Its mission is to promote integral development through actions and processes of teaching and learning, to encourage social and ethical research, and to respond to the demands of human life by providing solutions to the problems and needs of the Colombian society.

The university offers the Bachelor's degree in English as a Foreign Language. It is an academic program that has been established in accordance with international, national and institutional policies that guide teacher training in foreign languages. It meets the demands of the society and education by means of an open and distance learning modality as an innovative and demanding educational methodology that allows access to quality higher education. It means students can get high-quality professional training without stopping work, with a flexible tutorial plan, supported by the use of different pedagogical and technological mediations. The program is registered in 13 cities of the country and reaches a diverse population in several regions nationwide.

This research is interested in a particular CAU: Cau Chiquinquirá. This is a regional center founded in 1985 and located in the Department of Boyacá, where students from 15 provinces of western Boyacá, north of Cundinamarca and Santander, tutors and administrative staff address the processes of English Teaching and Learning.



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A regional tutor in Chiquinquirá, like the main character of this story, holds face to face sessions, discuss course content, support pre-service teachers' processes. She also guides students through different courses by providing feedback on progress, helping students plan work, motivating students, supervising projects and orienting pedagogical practices.

One of the most important functions of the tutor is to maintain active a constant communication by coordinating relations between the participant and tutor and between students themselves. Jonassen (2000) refers that a good tutor should encourage students by providing feedback, it means that the tutor must analyze and give advice on the student's performances. It is also important to stimulate reflection among students.

In conclusion, the tutor in Chiquinquirá has some duties such as assign tutoring sessions to classrooms, check the courses in the virtual room, prepare lessons, grade assignments when the subject is "Regional" and help with administrative issues when it is necessary. In addition, the tutor must provide motivational patters; controls and regulates the participants' performance through strategies that allow the building of knowledge and providing feedback; stimulates reflection and facilitates discourse and discussion (Silva, 2010).

4. RESEARCH DESIGN

I recognize that the teaching practice changes according to the context. Teaching English in a distance program education can be challenging, but doing it in a rural context could be even



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more interesting. So, I aim to explore those rural socio-academic teaching experiences and practices by using the story-life of a regional teacher. In that regard I am going to work under the narrative inquiry.

Clandinin and Connelly (2006, p. 477) state that narrative is the phenomenon studied in inquiry. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomena. To use narrative inquiry is to adopt a particular narrative view of experience as phenomena under study.

According to Webster and Mertova (2007) narrative inquiry is set in human stories. It provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories. (pp. 3). They reference Bell (2002), who says that narrative inquiry rests on the assumption that we as human beings make sense of random experience by the imposition of story structures on them.

So, what I did was to select those elements of experience to which I will attend, and I pattern those chosen elements in ways that reflect stories available to me. So, narrative is not an objective reconstruction of life – it is a rendition of how life is perceived. As such, it is based on



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the respondent's life experiences and entails chosen parts of their lives. (Webster and Mertova, 2007, p. 3)

This approach to inquiry differs from other qualitative research approaches, in which teachers are also asked to reflect on their practice, in the nature of the data collected and their analysis. Barkhuizen (2008, pp.3) states that narratives are texts which tell stories of lived experience and they “combine a succession of incidents into a unified episode” (Polkinghorne, 1995) so they have a beginning, a middle and an end. It means that there is thus a temporal dimension to any story of experience.

Clandinin and Connelly (2000) refer to a narrative space consisting of three dimensions which interconnect to provide context for any particular story. Time, a story's temporal connections to history and the future, is one of these. The other two are: (a) the participants in the story; their own experiences and their interactions with others, and (b) the physical settings or places in which the story is located.

Barkhuizen (2014) affirms that narratives in language teaching and learning have several characteristics such as: they are spoken or written texts; they are produced by people who have something to tell. Also, they are situated in time, space and involve development over time. Besides, they have structures that correspond to the developments they describe;



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they encapsulate a point that the narrator wants to get across and last but not least, they have purpose and meaning within the context of their telling. (p. 7)

From that, this research story achieves the three main characteristics observed by Barkhuizen (2014) first, it is a narrative of Yolanda's personal experience; second, it recounts experiences of language teaching and learning as experiences that are set in the context (Chiquinquirá) of the teller's real or imagined everyday life. Third, it typically involves aspects of Yolanda's identity.

Besides, this research project involves storytelling and research together by using stories as research data on by using storytelling as a tool for data analysis. I tend to use stories as data so it means, following Polkinghorne (1995), I am going to work with analysis of narrative. A clear example of a previous study which used the analysis of narratives is the study done by Wette and Barkhuizen (2008) in China.

Another distinction we should establish is the fact I work with biographical approach because I am going to analyze or tell my participant's stories (Barkhuizen, 2014, p. 4). Going deeply, it is imperative to make clear that there are several approaches within the field of narratives, such as life history and life story. This project uses life story as main approach. In this kind of study, the researcher works with participants to construct stories. In this case, as I already say, the participant is an English regional tutor and I am going to narrate her experiences and situations as a regional teacher.



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As Barkhuizen (2014) affirms, that narrative inquiry can help us to understand how language teachers and learners organize their experiences and identities and represent them to themselves and to others. In a field that very often favors abstract, theoretical understanding of processes over the particular, contextualized knowledge of participants (Firth and Wagner, 1997), it can also help us to understand language teaching and learning from the perspectives of teachers and learners. In this sense, a focus on narrative content can certainly contribute to a richer and more rounded understanding of language teaching and learning as lived experience. (Barkhuizen, 2014, p. 5)

Barkhuizen (2014) argues that biographical case studies are studies of individuals, in which the researcher elicits data from the participant's stories and experiences. Actually, this is what I aim to do in this project, I am going to collect the narratives from conversations and I am going to focus on the content of those narratives.

My main interest is to center my attention in the teacher and how the teaching activities in a rural context fit in her life. In another words, I pretend to describe how language teachers and learners are situated in specific social, historical, and cultural contexts, in which the primary context is viewed as the teachers' and learners' lives (p. 11).

That is why I need to collect extensive information about my participant, so I could have a clear understanding of his context, his life, his teaching experiences, his beliefs and so on. Then I would have to identify in the source material gathered the particular stories or subjects that



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capture his experiences as a regional English tutor. Finally, I could reflect on those categories to establish some general knowledge and conclusions.

In conclusion, narratives do not speak for themselves or have unanalyzed merit; they require interpretation when used as data in social research. The place of the story, and its integrity as a research data source, however, are not without their controversies. Issues of epistemology need to be addressed. One criticism leveled at narrative is that of its subjectivity. Thus, questions about which stories should be incorporated and which should be disregarded pose one type of uncertainty. (Webster and Mertova, 2007)

4.1 The narrative topics

Barkhuizen (2014) affirms that one point to make in relation to these themes is that the most distinctive quality of narrative inquiry is its capacity to provide access to long-term experiences through retrospection and imagination. Narrative inquiry is the only methodology that provides access to language teaching and learning as lived experiences that take place over long periods of time and in multiple settings and contexts.

4.2. Types of narratives

When doing narrative research we can apply written narratives or oral narratives. In this project I am going to use both of those approaches. In the written narratives the teacher (participant) writes about her practice for professional development. Barkhuizen (2014) observes



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that language teachers write about their teaching for a researcher. At the time of writing, teachers may or may not be participating in formal professional development courses, but even if they are the writing they produce is not specifically for their own professional development (although they may benefit from doing the writing). Rather, it is solicited by a researcher for their research purposes.

Speaking of teacher narratives' written narratives we could tell, following Barkhuizen idea, that they are produced in different research contexts, although reflective journal writing for the purposes of a course assignment or for an independent researcher's study are common. For the purpose of this research we are going to use the narrative frames (Barkhuizen, 2008) to elicit information.

The topic of the narratives frames could be: first, teachers' general reflections about their teaching context, including the classroom, school, community, and wider socio-political context; their instructional practices; their learners' learning; their philosophy of language teaching and learning; and their professional responsibilities and development. Second, it might be directly related to the content of a course they are taking. Third, it could be focused on the aims and research questions of a researcher.



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4.2.1 Oral narratives

Kvale and Brinkmann (2009, p. 102) divide interview inquiry into seven stages: thermalizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. Those are the same stages we are following into this research project. Besides, there are three categories of interviews according to their purpose: short story, life story, and oral history; an interview that refers to a specific event is a short story; an interview that concerns a person's life story through his/her own retelling is a life history interview; and an oral history interview covers topics beyond the interviewee's personal history to communal history (Barkhuizen, 2014). This project is focused on short story and life story interviews.

There are several ways of interviewing and organizing the questions. In this research project we are going to use the semi-structured interview which is the most commonly used format in language teaching and learning research. Here the interviewer uses an interview guide with pre-set questions as “a resource that can be drawn on in whatever way and to whatever extent is appropriate” (Richards, 2003, p. 69).

Moreover, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing themes. Richards (2003) advises researchers to “decide on what the interview is setting out to achieve” and “identify the big questions” (Barkhuizen, 2014, p.



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69). It is also important to organize the questions in a gradual process; it means we have to move from the more general to the more personal questions.

4.3 Data collection instruments

In narrative research attention is directed to the trustworthiness of field notes and transcripts of the interviews. Stories derive their convincing power not from verifiability but from verisimilitude: they will be true enough if they ring true. (Amsterdam and Bruner, 2000, p. 30). The choice of sequencing and arrangement of interviews will affect one dimension of the interview: retrospective or concurrent interviewing.

This project applies concurrent interviewing, in which participants may very well be taking language courses in formal contexts or adjusting to new linguistic environments. Participants then recount their past history of language learning, as well as learning experiences and incidents that take place during the period of data collection. (Barkhuizen, 2014)

The first interview was framed as a get-to-know-each-other type of interview to gain retrospective accounts of language learning and teaching. The second interview is about some general topics the researcher wants to explore in a deeper way. Subsequent interview is going to be based on observation of the participant in the classroom and field notes by the researchers. The last interview is going to be conducted to gain consensus and comments from the participant on the transcripts of the interviews and preliminary data analysis.



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4.3.1 Narrative frames

Barkhuizen (2014) affirms that a narrative frame is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is structured as a story in skeletal form. The aim is for respondents to produce a coherent story by filling in the spaces according to their own experiences and their reflections on these.

Frames “provide guidance and support in terms of both the structure and content of what is to be written. From the researcher’s perspective the frames ensure that the content will be more or less what is expected (and required to address the research aims) and that it will be delivered in narrative form” (Barkhuizen and Wette, 2008, p. 376).

Barkhuizen (2014) establishes some strengths associated with the use of the narrative frames which include: the narrative frames enable respondents to write narrative by scaffolding them through the specially designed narrative structure; the design of the frames ensures that researchers obtain the information they want in order to achieve the aims of their study; it enables an easier analysis because the frames limit the quantity of data that is collected.

Besides, frames serve an exploratory purpose and finally they are useful for entry into a new research context (regional, social, cultural, educational, etc.). However, there are also some limitations when using frames, such as: frames may frustrate some writers who may need or



desire more space. There is no opportunity for respondents to write about other (non-framed) topics and there may be prompts which are interpreted in a way not intended by researchers.

4.3.2 Data collection instruments implementation

Data collection instrument	Purpose	Number of instruments applied
Narrative frames: They are a methodological approach first proposed by Barkhuizen and Wette (2008). “A narrative frame is a template comprising sentence starters and transitions that contains gaps for respondents to complete with their own experiences or opinions.”	To group the common aspects and to determine categories. To establish a framework. “Both areas of focus (i.e. form and content) are not distinct but lie along a continuum; focus on narrative form, in other words, is inevitable in any analysis of narrative content.” (Barkhuizen & Wette, 2008, p. 373).	III
Semi-structured interview: It is a meeting (face-to-face generally) in which the researcher asks some questions to the participant. (Griffee, 2012. p.129) this kind of interview gives some flexibility in the process and allows to explore a little deeper.	To determine the participant experiences and establish common aspects. To gather episodes of the teacher’s life and identify further aspects to go in depth with.	II
Autobiographical document: Autobiography is a unique and fascinating document that can maintain its value in history as first person narrative while providing a specific identity of his /her ownself in literary research. Autobiographical works are by nature subjective. (Rosenthal, 2004)	In order to understand and explain people’s actions it is necessary to find out about both the subjective perspective of the actors and the courses of action. We want to find out what they experienced, what meaning they gave their actions at the time, what meaning they assign today, and in what biographically constituted context they place their experiences. (Rosenthal, 2004, p. 49)	I
INSTRUMENT	OBJECTIVE	DESCRIPTION
Frame I “Your story part 1”	To gather information about the participant’s profile. To get to know some general aspects about the participant life.	It is a short written frame. The participant had to read six questions and provide the answers.



Appendix 1.		
Biographical document	To get to know a little bit more about Yolanda's life and path as a teacher.	Yolanda had to write a little autobiography about her path and experiences as a teacher in the Santo Tomás University.
Appendix 2.		
First semi-structured interview	To get deep into some interest and key aspects of her Recently present experiences (from 2014 to 2016).	Researcher and participant talk about these topics: a. Experiences of one year living in Chiquinquirá; b. Master Course in Virtual Learning Environment; c. genuine passion in English learning and teaching through music and reading.
Appendix 3.		
Frame II		
Your story part 2. "Telling particular anecdotes"	To gather information about some anecdotes or particular situations that Yolanda has lived.	Yolanda had to write three anecdotes or short stories about these three subjects: <i>issues when the administrative functions interfered with her teacher functions</i> , any funny or sad story about working with young adults from Chiquinquirá, and any particular student who had issues with adapting to the distance learning methodology or to the virtual platform use.
Appendix 4.		
Second semi-structured interview	The purpose of this interview is to go into detail about the role of the teacher in distance education, the student's needs and the learning experiences of the teacher in distance education.	Researcher and participant talk about these topics: setting of a tutoring session, the role and functions of the teacher in distance education, student's special needs at distance education, and learning experiences for a teacher in distance education.
Appendix 5.		
Frame III		
Your story part 3. "Talking about distance education"	To gather deeper and specific information about her experiences and practices as a distance education teacher.	It was a written frame which consisted in completing a template about the aspects she considers are important to reflect on her particular student's necessities and the time she learnt something really important to her personal life.
Appendix 6.		

5. DATA ANALYSIS

The procedure of data analysis requires to do a systematic reading of data in order to identify common interest or facts and to code data. We classify and label relevant information from the teacher' stories and then we analyze experiences, practices and context, to get a complete and comprehensive overview of the phenomenon.

5.1 Analyzing data through thematic analysis

The characteristic mode of analysis of narrative data is describe as “paradigmatic” by Polkinghorne (1995). This approach to analysis is largely a matter of categorization and classification, in which particular instances of phenomena are linked to more general concepts. Besides, it is quite relevant to use abstract reasoning in order to establish theoretical relationships between concepts derived from the data. In qualitative research, the approach is called “thematic,” “content,” or “grounded theory” analysis (Barkhuizen, 2014, pp. 74).

So practically what we are going to do is to read, more than twice, the data; then coding and finally categorization of data extracts. Those steps accomplished, we are going to reorganize the data under thematic headings. It means we are going to divide the data into subthemes and illustrated by extracts from the narratives.



Barkhuizen (2014) argues that one of the risks involved in content analysis, however, is that we will simply look for occasions on which pre-determined themes are explicitly mentioned in the narratives and fail to dig more deeply into the data. But, Gao (2010) reduced this risk by paying close attention to the meaning of data extracts, which led to the emergence of subthemes that were not pre-determined.

For instance, Cotterall (2004, pp. 106–7) establish three themes in her research: “the gradual narrowing of the learner’s goals, the learner’s fluctuating affective state and his changing conceptions of the nature of language learning”. She discussed data extracts under each heading in the chronological order they were produced, and it allowed her to capture the important dimension of changes in the student’s perceptions over time.

5.2 Data analysis and interpretation of categories

Qualitative data analysis is a process of giving order and meaning to a narrative content, so it is imperative to establish relationships between themes and categories and to pursuit the connection between words and phrases, in order to understand the phenomenon.

When I finished the interviews I transcribes the data, then I started to do the theme analysis process and I discovered categories and patterns. When doing these, some codes started to emerge, so I grouped them into categories of content. I found that those categories were completely related with the main questions and specific objectives of my research. After the



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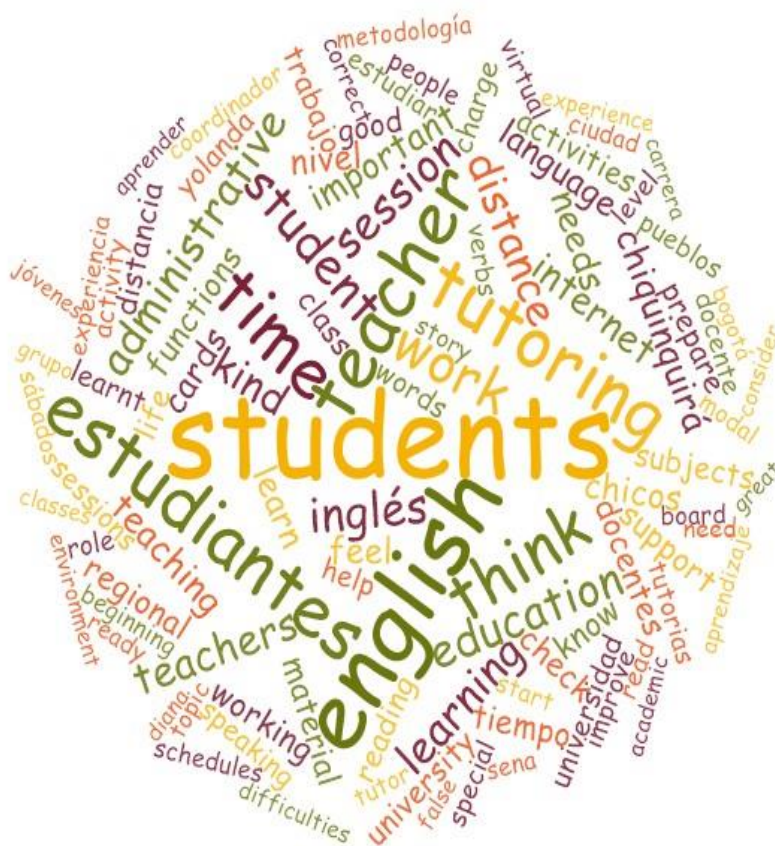
coding, I did the analysis and triangulation with other type of data, such as the lesson plan, CV and frames. For such purpose, I used NVivo, a software technique for analyzing qualitative data. NVivo allowed me to do a content theme analysis, to reduce and synthesize information, to organize and manage the data and to code by using nodes.

The first thing I did with NVivo was a general approach to Yolanda's discourse. The tool analyzed the most common words in her discourse. I observed that she constantly talked about students, teachers, learning, English education, tutoring sessions and administrative functions. So these points of interest were the basis to start the coding process.



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So, after doing this process, I focus on four general categories and I establish connections between nodes (Appendix 9). The main categories are:

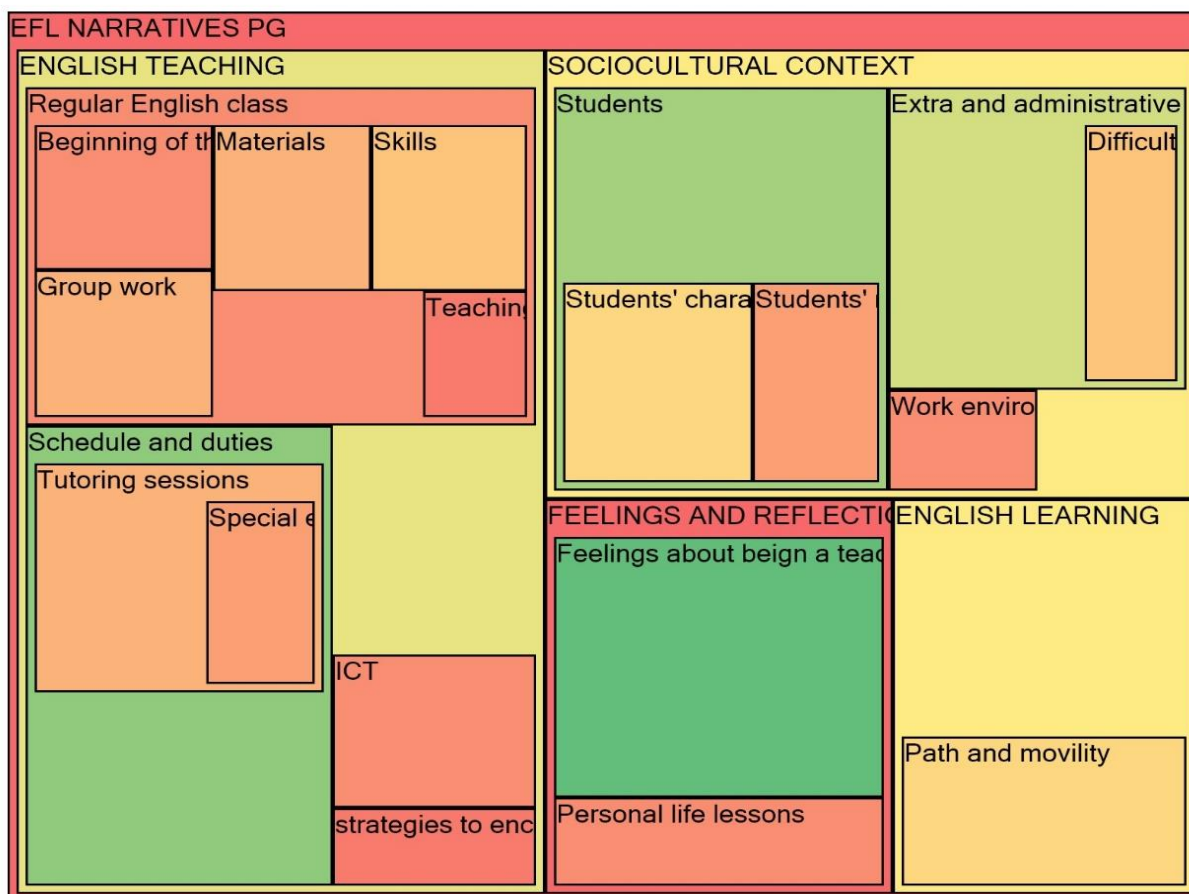
Learning English,

Teaching English,

Sociocultural context

Feelings and reflections.

Nodos comparados por cantidad de elementos codificados



Each of those categories has some emergent categories which facilitate and delve into the comprehension of those big themes.

5.3 General and emergent categories chart

DATA ANALYSIS FORM Yolanda Duarte's Story-life

THEME	TUTOR'S NARRATIVE	SUB-THEMES (EMERGENT CATEGORIES)
ENGLISH LEARNING	<i>"When I was at high school I was good at English and I really liked listening to English romantic music. I used to transcript the lyrics of my favorites songs and I tried to sing them. Since there I was eager to get to know more about this language and it became part of my life."</i> (Frame I, Your story part I) <i>"Licenciada en Filología e Idiomas, inglés de la Universidad Nacional de Colombia en Bogotá. En 2006 fui parte de un proyecto bilingüe llamado "Huila habla Inglés", durante el cual enseñé inglés a varios colegios públicos de ese departamento, luego tuve la oportunidad de viajar a Escocia para trabajar como asistente de idiomas durante nueve meses, fue una experiencia maravillosa donde además de mejorar mis conocimientos de la lengua, conocí otra cultura y a gente maravillosa."</i> (Autobiography) <i>"Trabajé con el Sena durante cinco años como tutora presencial y virtual de bilingüismo, siendo competente en el uso de las plataformas educativas como EDO, Moodle, Blackboard, Tell me more y Touchstone"</i> (Autobiography)	Path and mobility
	<i>"Yo tengo que estar dando pragmalingüística, imagínate. Yo la vi en la universidad pero uff... sociolingüística tengo que darla, tengo que dar morfosintaxis, entonces tú tienes que empezar otra vez como a volver a tomar temas..."</i> (I interview) <i>"I think English is demanding, if you don't practice your language is gonna be difficult to improve it. Every day you are involve in this context so in terms of language, I think that being here in the university and working here in the CAU, definitely I have improved my English because it demands a lot of dedication. For example, when you teach at the school the level of English is level one, here not, you have to push yourself into a higher level, academic level. So in terms of language, you really have to improve here in the university, all your skills to give a class, to hold a conversation with your students, to have a real manage of technical terms, because we have very good students here."</i> (II)	Learning English at Santo Tomás University (Present experiences)



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	interview) “Once or twice a year I have to attend short virtual courses offered by the university which are important for our professional development.” (II frame, Your story part II)	Complementary courses
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THEME	TUTOR'S NARRATIVE	SUB-THEMES (EMERGENT CATEGORIES)
ENGLISH TEACHING	“Me motiva mucho el uso de las TIC en el proceso de enseñanza para hacer del aprendizaje una experiencia amena, divertida y muy enriquecedora, motivo por el cual curse la especialización y maestría en Entornos Virtuales de Aprendizaje con la Universidad de Panamá” (Autobiography, CV Yolanda Duarte) Aparte de video beam han trabajado con el celular y aplicaciones como juegos. Celular como diccionario. Importancia al celular, aplicaciones para aprender phrasal verbs, duolingo para método de traducción y vocabulario (más que todo para trabajo autónomo)... el computador y material audiovisual. Intentó hacer un trabajo con realidad aumentada porque tuvo la experiencia en su maestría pero el Sistema no le sirvió, quería hacer la presentación con los planetas. El plan B es power point. Tiene deseo de implementar proyectos tecnológicos, quiere que se haga investigación sobre el uso de las TIC'S en el aula. Considera que las TIC'S motivan a los estudiantes, es innovador y las TIC'S promueven la autonomía.	ICT
	“Todos los días tiene programadas tutorías presenciales con estudiantes, algunas de refuerzo, otras porque los estudiantes no pueden los sábados, y otra de un programa especial de speaking. Tiempo completo y apoya siempre a los estudiantes.” (I interview) “On Tuesdays and Wednesdays mornings I usually have tutoring sessions with Dianita who is a student with special educational needs. On Tuesdays and Thursdays afternoons I also have tutoring session with some priests who can't attend classes on Saturdays.” “On Thursday afternoon I often have a personalized tutoring session with one of my students from Pre intermediate 1, he is very interested in keeping up his English, so I really enjoy practicing with him. From time to time I also assist students during the week when they ask me for.”	Tutoring sessions



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	<i>I have noticed that the only thing that she needs is a support and someone who is by her side telling her “ok, pay attention, read what you write” and she immediately corrects herself. She needs support not just in English, she needs support in most of the subjects. But she is amazing, we laugh sometimes because she is very funny. Obviously I have to be by her side when she is taking texts, I tell her “do it yourself, I know that you can do it”. She does the activity, I check and if there is a mistake I tell her to check if it is correct or not. I think that I am a supporter but now a friend because sometimes she just wants to talk about something, right? And I just listen to her. (II Interview)</i>	
	a. <i>“Beginning well I use to do a recap sometimes or maybe a word map. Like a quick activity could be a short game or I ask the students to remind me what were the last topic, what were the last topics about and something like that, right? Or I ask them about their daily activities, something like that... so what did they do on holly week? for example.” (II interview).</i> <i>“After asking students about the topics revised the previous tutoring session, I will ask them if they are planning to travel this coming holiday. If the answer is “Yes”, I will elicit information about the place they are going to visit and how much they know about it. I will listen to their answers and write some of them on the board.” (Lesson plan)</i> b. <i>“I really like that they work in pairs or group work, right? But especially in pairs. I love that they share their knowledge on them and I think that’s it.” (II Interview).</i> <i>“I think that the thing about having bigger groups is because maybe you can have more games maybe, right?” (II interview)</i> <i>“Students will work in pair. I will give a pile of cards to each pair of students with some letters on them” (Lesson plan)</i> c. <i>“I start obviously with the class according to the book topic. So I have checked previously all the topics of the book. So I know I have to prepare some copies, some exercises, reading, listening exercises” (II Interview).</i> <i>Da literatura en inglés, pero se enfoca en lecturas académicas y no en literatura. Casi no implementa literatura en las clases. En las clases trabaja mucho las canciones, usa las canciones en inglés para practicar</i>	English classes a. Lesson planning and activities b. Group working c. Materials



	estructuras y vocabulario. <i>"I try to prepare and use the same material even if there is a tutoring session with one student or more." (II Interview).</i> d. <i>"I ask them sometimes for explanations and qualifications just to make sure that they really understood. And sometimes I have a small talk at the end..." (II Interview)"</i> e. <i>"I will inquire if they have thought about travelling abroad and what country they would like to visit. Afterwards, I will ask them to imagine they are going to travel to UK, so they have to tell me what they already know about this country in terms of typical food, means of transportation, cultural aspects and way of life." (Lesson plan)</i> <i>"Entonces la estrategia con el coordinador es apoyarlos para que se adapten a la metodología porque, personalmente a mí me gusta. Entonces que se metan en el cuento de la metodología, sepan cómo es que hay que acercarse, como deben estudiar y evitar tanta deserción. Se les está dando mucho apoyo a ellos. También hemos programado tutorías casi cada ocho días, para que su nivel... puedan tener un nivel." (I Interview)</i> Se presenta deserción, la estrategia es apoyarlos para que se adapten a la metodología y enseñarles cómo deben estudiar para evitar tanta deserción. Tutorías cada ocho días para que puedan aumentar el nivel. Hay estudiantes de muchos pueblos aledaños, por eso respeta el tiempo de los estudiantes y son cumplidores con las tutorías porque muchos tienen que gastar dinero y horas de viaje para llegar a las clases. <i>"I think that the first thing is like to be like a kind of friend for them. Like make them feel that you are not like the boss, that you are just to guide them and to share with them and even to learn from them. Dynamic because you always need like games so dynamic activities you also as a teacher you have to show enthusiasm and passion for what you do, I think that's the way to catch students attention and that they start loving English." (Second semi-structured interview)</i>	d. Skills e. Teaching culture Strategies to encourage students
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THEME	TUTOR'S NARRATIVE	SUB-THEMES (EMERGENT CATEGORIES)
SOCIOCULTURAL CONTEXT (BEIGN A TEACHER AT CAU CHIQUINQUIRÁ)	<i>“Le encanta el clima y el estilo de vida de Chiquinquirá. Es tranquilo, puede caminar y se inclina por el trabajo en los pueblos. Procura irse a trabajar en pueblos, le gusta la vida sin tanto estrés. La vida en los pueblos es cómoda con respecto a los horarios y al transporte. Pocas opciones de vida social, pero le gusta porque son tan pocas las opciones que es fácil decidir. Experiencia muy bonita, aprende mucho porque ha trabajado en la parte administrativa.” (I interview)</i>	Life in the village
	<i>I am in charge of some administrative functions that require my help such as training new teachers, creating tutoring schedules for the Faculty of Education and be alert for teachers requirements or issues with the platform. (Your story part II, II Frame)</i> <i>“I was responsible for making the tutoring schedules of the Faculty of Educations and I had to deliver them on time for students to check them. At the end, I managed to finish them timely, however, I didn't have time to check my subjects in the platform and prepare my tutoring sessions for the first day of classes.” (Your story part II, II Frame)</i> <i>“In my previous work I was more dedicated to the academic part, like a teacher, just preparing my classes. Here I have to be in charge of administrative issues. At the beginning it was kind of hard because I was in charge of organizing the schedule of the bachelor of English and organizing the schedule of every single bachelor. It was kind of overwhelming at the beginning, I didn't know how many hours, how many tutoring sessions.” (II interview)</i>	Extra and administrative duties
	A. <i>I would describe my distance learners as brave enough learners to take up the challenge to learn English on line and their adaptation to distance education implies lots of commitment, dedication, responsibility, autonomy and above all, passion for what they do and a drive to improve. (Your story part II).</i> <i>“Hay estudiantes de muchos pueblos aledaños, por eso respeta el tiempo de los estudiantes y son cumplidores con las tutorías porque muchos tienen que gastar dinero y horas de viaje para llegar a las clases. Tiene estudiantes de Úbate, Muso, Barbosa, Puente Nacional. (...)Lo</i>	Students a. <i>Students' characteristics</i>



	<i>estudiantes son muy jóvenes, recién salidos del colegio. Muchos trabajan para pagar la carrera y por eso estudian a distancia.”</i> No cuentan con los recursos para ir a vivir a la ciudad, por ende estudian a distancia en Chiquinquirá. Hay unos que incluso ya están trabajando como profesores en algunos pueblos o veredas. <i>“Estudiar a distancia para muchos chicos no es fácil, por eso a veces se presenta mucha deserción en los primeros semestres. Los estudiantes tienden a que no les gusta la metodología y tienden a no volver”</i> Hay estudiantes que no tienen internet en sus fincas o casas entonces tienen que bajar al pueblo a buscar conexión, es por eso que la Universidad está siempre disponible y cuando los profesores nacionales ponen un parcial en línea hay estudiantes que se preocupan porque se les cae el internet y no pueden responder los exámenes. Son situaciones que en la ciudad no suceden y que en el contexto regional sí. (Se me bloqueó, el internet es malo, se fue la luz)... La profesora es consciente de esas situaciones. Mediadora entre los chicos y el docente nacional, pide que le colaboren por las duras situaciones en las que tienen que presentar los exámenes. B <i>To be in permanent contact with their tutors.</i> <i>To receive prompt responds for their queries.</i> <i>To get quality and prompt feedback from their tutors, so they can be aware of their weaknesses and work on them to improve future assignments.</i> <i>To get opportunities to be exposed and to practice the target language by different means such as apps, internet resources, trips, English immersion.</i> (Your story part III, Frame)	<i>b. Students’ needs</i>
	<i>“About the work environment I have to say it is great, fantastic here. On Saturdays all teachers come here to the tutoring sessions so we don’t have much time to talk, but when we have some little spaces we get together and we start talking, laughing. The administrative stuff is very hospitable. The secretary, Mss. Patricia, she is all the time trying to help the teachers. The working environment is one</i>	Work environment

	of the most important things when you are working, because if you are good and if you feel good, you are gonna make your students good too. “ (II Interview) “Organizing schedules depends of a lot of aspects (students, subjects, specific topics) so at the beginning was a little bit scary but I think that I got a lot of support from the people in charge of administrative issues here, the coordinator and the secretary, they were very kind and supportive.” (II Interview)	
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THEME	TUTOR'S NARRATIVE	SUB-THEMES (EMERGENT CATEGORIES)
TUTOR'S FEELINGS AND REFLECTIONS	“I was lucky enough to get promoted to full time teacher since last year and I am really grateful with people at the CAU for giving me this opportunity” “The most interesting fact about my role as a regional tutor is to be exposed to new teaching and learning challenges every day, to learn from my students and to inspire them to be passionate and humble teachers.” “Working with students from the Licenciatura en Lengua Extranjera Inglés has made me feel rewarded for the chance of showing them that good teaching is an art who requires lots of patience and love. They are a great inspiration to keep on improving my teaching.” (You story part II) “f you don't reflect on your everyday performance you are not going to improve. If you are in a tutoring session and you realize something doesn't work, you start thinking about that and you have to look for a new way. So you are trying to change your procedures and methodology.” (II interview) “you also as a teacher you have to show enthusiasm and passion for what you do, I think that's the way to catch students attention and that they start loving English“ “I am passionate about teaching and make dynamic classes. I think the best way to learn is by creating a nice and comfortable atmosphere and reducing student's anxiety. Every day I learn from my students and this makes me happy.”	Feelings and reflections about being a teacher



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	<i>“Otra cosa que es lo que más o menos me gusta es que tú sientes que los chicos van y les gusta.” (I interview)</i> <i>“We have these challenge but I think that it is a rewarding challenge ... You are learning, you are updating your knowledge getting to know the authors. I think that is also an advantage. When we have regional subjects we have to devote time to grade and to give the appropriate feedback. We have to be very organize with the time and we have to be very responsible because apart of working we have our lives, so we distribute the time in all those kind of special things, our works and obviously our lives and our family. So we have to be a very good time management.” (II interview)</i>	
	<i>“From my students I have learnt to be humble, to be more patient and to be open to learn from any single person. From the staff and other teachers at CAU I have learnt to work as a team, to be diligent and to be ready to help each other. From Dianita I have learnt to be persistent and courageous.” (your story part III, Frame)</i> Abre espacios distintos a los sábados, porque es un grupo grande de condonables, y ella entiende que no es fácil estudiar a distancia. (I semi structure interview) Los estudiantes de la ST disfrutan aprender inglés, los estudiantes quieren ser docentes y siente que los estudiantes quieren aprender, se siente más realizada y que vale el trabajo porque le importa a los estudiantes. <i>“In distance education, teachers have real responsibilities because even if we are not all the time with the students we have to be like a ghost, like a presence. They have to feel that we are there, it could be through the materials and the time. Sometimes students complain about everything, right? But sometimes they complain about things you say, “yeah, they’re right”. And you think, well if this persons is complaining about something it is because it is not right and you analyze the situation and you say yeah something is going on here. The learning process needs a reflection all the time.” (II interview)</i>	Personal life lessons



6. INTERPRETATION OF DATA

Theme 1: ENGLISH LEARNING

Path and mobility: The English learning has been a constant process in Yolanda's life. It seems to be a permanent and everyday action in her life. Since high school she was interested in the English language and she recognizes that she was good at learning this language. The fact that she loved listening to romantic songs, maybe the American ballads which were trendy at the time, led her to an autonomous English learning because she had the impetus of transcript those lyrics and memorize them.

Her past learning English experiences influence her current practices as a teacher and her beliefs. The different colleagues, the program's expectations and the contextual factors formed her identity as a teacher and learner.

It is quite relevant to emphasize the fact that she has lived in both urban and rural contexts. This situation has led her to learn English in different situations, international and national. The fact that she studied B.A in philology and languages English at the National University in Bogotá and right after that she travelled to Scotland to work as a language assistant for nine months denotes that she was immersed in the English culture and that she learned sociocultural facts from the first-hand.



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It seems that she enjoys living and working in different places and being in a constant movement from place to place. It is not quite clear if those are self-governing decisions or special circumstances but it is clear that she likes to learn from different context and that she is not afraid of facing new frameworks and life conditions.

Even if she had a formal presence degree education, she ended up loving the distance education learning and teaching. Working for the SENA in Huila for 5 years was crucial in her life path and in her English learning process because she started to love the virtual methodology and to learn how to use the platforms, which is relevant to her current work at the VUAD.

She is aware of the importance of not just English language knowledge but also aware of learning and improving sociolinguistics and pragmalinguistics academic knowledge. She is employing current and effective pedagogic practices for getting a higher academic level, better skills and specific knowledge.

Learning English at St. Thomas University: As a teacher in the Santo Tomás University she has faced several situations which has led her to be in a continuous update of English knowledge. She is aware of the importance of reflecting on her own learning process and it is reflected in her discourse when she says that due to the English level is more complex she has found the necessity of being more disciplined and dedicated.



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So it seems that being a teacher for the LLEI has pushed her into a more academic and higher level because she has to give courses like sociolinguistics and morph syntax, so she has learnt new things about those language fields, also she recognizes that the Santo Tomás student's level is very good so she needs to be at that level.

Definitely she has improved her English skills and every day she is learning something new because the context (students, English courses) demands it. So, it seems that even if the context requires her to update her English knowledge it is also an autonomous process because she encourages herself to learn new English facts every day.

Complementary courses: English learning is also within her schedule and duties as a LLEI teacher at Santo Tomás University. It seems that it is not an autonomous impulse but an obligation to her. However, she sounds comfortable and grateful about the fact that the university demands her to assist to some virtual courses about professional development and English Teaching because she recognizes that it is important to her professional furtherance.

Theme 2: ENGLISH TEACHING

Ict: She truly believes that the ICT are useful to learn and teach English, that's why she studied a master in "Entornos virtuales de aprendizaje". She is consistent with the fact that virtual and distance teachers are the main communicators to establish interaction between the teacher and students through technological ways. That is why she copes with the idea that



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teachers should have technological, communicational skills to implement distance education effectively and to employ various strategies that could actively engage student's interest (Rahman, 2014).

She has experienced the distance education as a student and as a teacher, so it seems that she is very aware of the implications of knowing how to use and to profit of those virtual platforms and tools. However, she has found some difficulties when applying that knowledge in the classroom because it requires a lot of time to prepare and to create the virtual material.

We could say that she actually wants to use new and remarkable virtual apps or programs to encourage her students to learn in a dynamic way but sometimes due to time she has to use the traditional power point presentation.

Also, it is interesting to observe that she is practical and up- to-date in smartphone apps. She recognizes that the majority of students are skilled at using their phones, so she uses some games or apps as pedagogical and didactic materials. She thinks that teaching English using the ICT helps students to improve her autonomy.

In conclusion, the findings indicate that Yolanda's beliefs about ICT are coherent and converge with her classroom practices and with her personal practices. She explores new sources



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or apps, in order to be a better teacher and to help students to improve their motivation, autonomy and knowledge.

Tutoring sessions: The teacher has to go to the university every day of the week except from Sunday and Monday, she goes from 8 am to 6 pm. So we can tell that even if she is a distance education teacher she is all the time at the university. Her general functions as a teacher are: to give tutoring sessions, to host the English speaking club, to check and up-date the platform.

It seems to be that she is very aware of her functions as a distance teacher, she knows what to do and when. As a regional teacher she has to help students with their national subjects and evaluate them if the subject is regional. It seems that Yolanda is always available to help students with anything they need, she has been a distance student and that is why she thinks that to attend students is one of her primordial duties as a distance education teacher.

She considers herself as a guide and she thinks the teacher should be at the students' side constantly because teachers have the duty to devote time to give an appropriate feedback. Regional teachers may have even ten subjects in charge that is why they are constantly checking the platform and reading the national material. I might say that she recognizes that her role as distance educator requires to design and encourage an environment that allow for productive and meaningful activities.



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Every day she has a tutoring session, it means she is full time available for any question, explanation or doubt from the students. She seems to enjoy the tutoring sessions because she can share time with her students and get to know them and help them to improve their English.

Special education tutoring sessions: she has had to face a challenging and new situation: giving special education tutoring to Diana, a student of Bachelor of early Childhood Education who has some learning disabilities.

Yolanda treats her like any regular student and she even uses the same material with Diana, which is understandable because Yolanda has come to recognize that the only thing Diana needs is attention and a permanent guide and company. Yolanda is happy because she feels she is helping Diana and because Diana has shown improvement in the English language.

Yolanda considers that her role as a teacher is to support and motivate Diana, as she does with the other students, the only thing that changes is that she needs to be more like a friend instead of a teacher. It seems that Yolanda is not afraid of open up her friendship to her students when they need it. In other words, Yolanda is up to listen Diana and she considers that the relationship could transcend from teacher to friend.



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English classes

Lesson planning and activities: We can tell that she is consistent when she says that she likes giving voice to the students. She starts her classes with a recap or a game to break the ice and to give continuity to the last topic, then she asks students about the topic she is going to introduce in order to elicit information and to make them know that they already have some knowledge about the new topic. It is quite important because it could make students feel more confident and active in their own learning process. It seems that she uses the communicative approach in her classes, so it means that she is just there to guide students through the English learning path.

Group working: It is remarkable that along her discourse she underlines the fact that she is adept to the group working. It is coherent with the method she follows in her classes, because the students are the real protagonists. She considers that the students are owners of their knowledge and they can transmit it to their classmates. That's why she plans group working activities, so the students can share and feel more comfortable talking to each other. Pair working seems to be the ideal way to learn English.

Also, she prefers the bigger groups because it is easier to use games as a strategy to learn the language. In conclusion, it is interesting to observe that the teacher prefers the cooperative learning taking into account the student as the center of the learning process.



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Materials: She uses the traditional materials and she prepares them before the class. She adapts her methodology and her own teaching strategies to the guide book. It seems that she can mediate the student's book topics and activities with her own teaching desires.

Also, she uses a lot of flash cards in her classes because it may be a way of teaching in a dynamic technique. It seems that by using flash cards she encourages students to participate more in her classes because they will have to organize and play in groups with those cards.

It is relevant to say that she uses the same material with all the groups, so she doesn't discriminate if the group is big or small. We can tell that she is able to adapt the material that she prepares to the amount of students.

Skills: The teacher has a tendency to encourage their students to practice the speaking and the reading comprehension skills. It seems that she opens the class with a speaking activity and she closes it with another speaking activity. When it is time to explain the topic, she follows the book activities which tends to reinforce the reading and listening comprehension.

Yolanda seems to adapt herself to the flow to the classes and she became a facilitator because she offers helps and she creates situations so the students can express herself and improve their speaking skills.



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Teaching culture: It seems that the teacher doesn't separate the formal language knowledge about the cultural language knowledge. She tends to give to the students several facts about the life and culture of the English native people. It is really important when you are learning a language because if the students know the culture it could be easier to understand the correct way to use the language and linguistic knowledge. The fact that she devotes time to teach cultural facts is coherent with the communicative approach.

Also, it seems that she can provide student with interesting information about the English culture because she has lived abroad and she knows how the English life is. Knowing the language culture you teach is a plus when you are a language teacher because you can give first handed information to the students.

In conclusion, regarding the category *English classes*, in general I could say that her practices are connected with the constructivist approach because she acts as a guide and she implements the courses based on the student centered learning process, providing concrete time, place and opportunities of interaction and collaborative learning. Also, she helps the self-development and responsibility of the students with her guidance. In addition, she is committed to give proper feedback (Altinay and Isman, 2004)

Strategies to encourage students: Yolanda is aware of the importance of encourage distance education students. That is why she and the CAU coordinator support the students so they can



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get used to the methodology. The teacher and the coordinator are worried about the students dropping out of the university, so they manage to increase the tutoring sessions. It seems that they relate the lack of face to face time in distance learning with the students' abandonment.

It is important to stand out that the teacher recognized there was a problem with students dropping out university and she asked for help. She is willing to work for a change and she seems to focus her attention to the students.

When asking Yolanda her views about the strategies to encourage students she goes beyond her normal duties or schedule and she programs more tutor sessions so students can improve their knowledge so as to meet their needs. It means that their practices are coherent with her beliefs and she is willing to transform her teaching practices according to her student's needs.

Yolanda is open to talk to the students to have discussions and to listen to their problems, besides she is also available to them whenever they need her. This guided didactic conversation between teacher and student must be a characteristic of distance education because those feelings of personal relation between the teaching and learning promote study pleasure and motivation, also the messages given and received in conversational forms are comparatively easily understood and remembered (Holmberg, 1995). In conclusion, the fact that Yolanda makes an effort to create the atmosphere of friendly conversations with her students favors their motivation and encourages them to keep going with her learning process.



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Theme 3: SOCIOCULTURAL CONTEXT (BEING A TEACHER AT CAU CHIQUINQUIRÁ)

Life in the village: Yolanda is comfortable and pleased with the Chiquinquirá life style. We can tell from her discourse that she enjoys to live in a small town because she considers that it is quieter and calm. For her is more important to live without stress than to have a big variety of things or plans to do.

If we look beyond the surface structure of Yolanda's teaching practices to the deeper structures of her practices, we should take into account her history and her past experiences working in regional context. It is quite evident that she enjoys working in Chiquinquirá because she loves living in small towns.

So, the fact that she has lived and worked before in rural and regional context – she worked as a teacher in a town of Huila-, marked and shaped her life. She realized that she prefers the regional context, because she feels more comfortable and safer there. It is reflected in the way she talks about her work and I the way she treats her students.



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When she talks about her experience as a teacher in Chiquinquirá, she establishes a set of relations among other teachers, students and administrative stuff, particular activities, the daily life in Chiquinquirá, the time, etc. It means that the context is some sort of frame or environment, which determines her actions as a teacher and as a person. Her language practices are somehow involved in it.

Speaking of the relationship between CAU Chiquinquirá and other CAU, she recognizes that the distance is not a problem because the administrative staff, teachers, learners and communities around the university focus on developing a good relationship, and they always keep in touch so it can be a solid bond between regions.

Extra and administrative duties: Besides her teaching duties Yolanda has some administrative duties such as training new teachers, creating tutoring schedules for the Faculty and help her coworkers with their platform requirements.

It seems that she has made the most of that administrative role because she has learnt to understand the administrative stuff and their work. It was the coordinator who charge her with those duties because he does not have enough time. So, it seems it is not a voluntary duty but another obligation she has as a teacher in Chiquinquirá.



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An extracurricular activity mentioned was about coaching and helping beginning teachers.

Yolanda says that she likes to do these activities because she learns a lot about another people and she develop new skills as a teacher. Being a teacher in Chiquinquirá gave her the chance to become a manager in the CAU, in somehow she is a leader and she has a goof influence in the academic and administrative decisions.

Difficulties: in general she has not had big difficulties, apart from learning to manage the time.

Actually, she only has had one difficulty and it was at the beginning because she couldn't manage time and she dedicated more time to programing the tutoring schedule for the Faculty of Education than to prepare her own classes.

Students:

Students' characteristics: She seems to love her students and to be comprehensive and respectful with the student's time and dedication. She considers that even if some of the students take time to adapt themselves to the distance education methodology, they are passionate and committed to learn English. The students seem to be also aware of the effort they make to attend to the classes. The fact that they go to the CAU even if they live in other rural areas denotes their responsibility with their own learning process.

The students have to spend a lot of money in transportation and the majority are very young.

They have to work in other things to pay their bachelor studies because they don't have enough



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money to dedicate their full time to study. Yolanda thinks that that is the reason they rather study in a distance university.

Some students found difficulties in the first or second semester and they decide to quit the university. It seems that it is because of the methodology, they are not accustomed to work in an autonomous way.

As we already said, since a person is shaped by one culture and context, it is not only the teacher that come with her culture and practices, the students also bring their own culture and the teacher should understand it and adapt herself to it. Sowden warns the teacher “to be aware not only of the cultures of their students and their environment, but also of the cultures that they themselves bring to the classroom” (Sowden, 2007, p.305).

The lack of facilities among learners in a regional distance university motivates Yolanda to concern with learners’ knowledge improvement and motivation. English, for many learners in a regional context, is still considered as a complicated subject to learn because most learners did not have sufficient background of English when they were at school.

In this context students do not question the power of the internet for learning and that is one of the reasons they study in a distance education university. The majority has access to internet,



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however, they are not used to use it to do learning activities online and that could be a reason for desertion.

Students' needs: First of all, it is necessary to say that teaching and learning process in a Colombian regional distance university is interesting and challenging for all participants: learners, teachers and administrative staff, due to its socio cultural, geographic and historical limitations.

Distance learners need support to do not feel alone in the process of learning. It seems that they need a guide to be there for them in case they feel lost. Yolanda is aware of that. Through her discourse she says that it is important to give them prompt feedback and to be available for them.

Also, it seems that it is important to the students to feel that they are important and that the teachers enjoy doing their work. Students tend to talk about their needs and it is important that the teacher listen to them and change those behaviors in order to avoid the students' disappointment.

Likewise, Yolanda recognizes that the students need to be in a permanent contact with the English language. They need someone to practice and they also need apps to practice at home.



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Students need a teacher to be aware of their needs and progress, a teacher with a lot of energy, motivation and commitment. Yolanda seems to be adaptable to the flow of the class, to the students' characteristics and she adjust the schedule, the lesson plans and the mood according to students' progress.

Work environment: Teachers and administrative staff of CAU Chiquinquirá seem to have a good relationship. They are all the time trying to help each other's and to share time together. Yolanda feels comfortable with their coworkers and chief and that seems to be very important to her as a teacher. We can tell that she thinks that the work environment has a direct impact on the students' learning process and motivation.

Theme 3: TUTOR'S FEELINGS AND REFLECTIONS

Feelings and reflections about being a teacher: According to Yolanda's discourse, we can tell that she considers that one of the most important things about being a teacher is to reflect on her own process of learning and teaching. It seems that she recognizes that she can learn from her students, from her new experiences, from the context and from her coworkers.

She is a passionate woman who is up to any necessary change in order to improve her skills as a teacher and to improve her students' English skills. To express her feelings is important to her in her practice as a teacher.



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It is relevant that Yolanda has undertaken her daily teaching practice as a way to inquire herself about her own experiences and practices as an English teacher. She forms her teacher identity based on her reflections and critical examination of her life experiences. So she teaches from a reflective perspective.

Personal life lessons: Being a teacher in Chiquinquirá has changed her personal life, she has learnt some values from her students and her coworkers. Definitely, the context has shaped her personal life and her behavior, because she has had to live situations that led her to change her personality, for example, the fact that she is in charge of administrative issues has allowed her to improve her team work skills.

In general terms, I could say that she considers that it is important to create reflection in distance education, because when she reflects she can engage to explore her experiences as well as her students' particular experiences in order to lead new appreciations and understandings in terms of learning, teaching and personal life values.



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7. CONCLUSIONS AND IMPLICATIONS

The narrative life-story inquiry enabled Yolanda to share their experiences and stories, and to explore in depth her beliefs, values and reflections about being a tutor in distance education at a region. Through this method her voice and subjectivity were highlighted in order to get to know her own personal, academic and professional narratives that emerge from her sociocultural and historical references.

After doing the research, we can tell that everything the teacher does in the classroom and with her students is related to her past experiences, to her likes and dislikes, to the emotions she feels, to the environment that surrounds her, to her own way of learning languages, to the relationship she establishes with her students, and others. In other words, her practices as a teacher in a regional context are a construction framed by a history, a specific time, a geographical space, a sociocultural and economic context, etc.

Being a teacher in a regional context is a challenge for the teacher and for the students. The way the teacher touches the students' life and the impact she may produce in her students, change from context to context. In Chiquinquirá, the role of Yolanda is extremely important because sometimes she is the only way the students have to keep in contact with the English language, also she is the bridge and mediator to the national teacher. That is why the relationship between she and her students is so solid to the point sometimes she calls it a friendship. So, the



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fact that she is practically the only English teacher there and she is always available for the students, makes the link stronger.

In addition, we could say that when teachers tell their stories about their practices and experiences, they open to the researcher a box full of interesting information and knowledge about the socio-academic context in which they work at. Then the use of narrative as a research methodology may, for instance, give us a better understanding of teaching, learning and performance in a wide range of environments and may assist in generating more appropriate teaching tools and techniques which will be adapted to a real context and reality.

That's why I tended to use the life-story through narrative inquiry, because I was willing to analyze and to interpret those stories of experiences in order to have a better comprehension of the teaching process in an urban and a regional context. There is not any doubt that narratives and story-life research are solid methodologies to comprehend the intersubjective experiences and the implications of the context in the practices and knowledge of language teachers.

So, doing research through narratives allows the researchers and participants to set out on a travel from present to past and come back. For instance, the category "Teaching English" offered insight on the teacher teaching activities and pedagogical preferences when giving regular or special tutoring sessions. In a few words, story-life and narrative approach allowed us to comprehend and to go deep into the teacher's attitudes in the classroom.



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Around findings in terms of themes and sub-themes we could say that the Teaching English is the most present aspect in Yolanda's narratives, followed by all the aspects related to sociocultural context. This is a key fact because it proves that the story-life experiences of being a teacher in a regional context are completely related and connected with the sociocultural context and the teaching activities.

Besides, we could notice that she is very responsible and she likes to go to work, to share time with students, to help them to improve their English, not because it is her labor but because she is really passionate about being helpful with student's success. It also provided information related to didactics, methodology, materials and strategies used to plan the lessons and to motivate students.

Regarding the category "sociocultural experiences", we must say it is fundamental in this research project because it is the context which frames the study of human experience. The teaching and learning experiences take place in a social context or culture that determines the relationships, the settings, the actions, the complexities of characters, the facilities and difficulties, etc. In conclusion, narratives are way more connected to the real life and the sociocultural world than we could imagine, so it is imperative to delve into the study and understanding of the context.



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Moreover, this research experience has displayed the relevance of the Distance English program in CAU Chiquinquirá, because it provides information about the daily life of students and teachers. Thanks to the voices of the actors, we could tell that the circumstances of the English students there are way too different from the urban students. For example, sometimes they do not have any access to internet, or they cannot afford their trips to Chiquinquirá. That is why the teachers should consider those context situations when qualifying students. In this way, the knowledge that emerged from this project, constitutes forceful tools to teachers, to administrative staff and to researchers to shape their practices according to the reality they are immerse in.

Another relevant conclusion concerns the facing and learning about distance education, distance learning and pre-service teachers. After the analysis of data the researcher could notice that the participant stories were not that different from her own as a distance learner coming from a region and teacher in training. The participant's experiences and practices are extremely important because it contributes to the permanent construction and deconstruction of the teaching and learning languages research field.

Besides, this research showed that the teacher Yolanda understands the contexts where she teaches in and she develops localized programs, taking into account the students' needs and the contextual factors of a regional and distance teaching and learning process. So, for pre service students and for teachers, it is relevant to learn from those experiences because we can put under



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consideration the mainstream urban practices in the EFL education, and we can focus on those localized initiatives and practices to improve our own practices and enrich our knowledge about teaching and learning in different contexts.

Finally, through reflection, Yolanda, me and every teacher could enrich our professional practice, because when we think about lived experiences, we can understand them and learn from them. Yolanda's belief about teaching and her narratives about learning and teaching events, as well as the narratives of the social world and context she lives in, order and structure her life practices as an EFL teacher in Chiquinquirá.

So, English language teaching and learning process should be connected with the sociocultural, economic and historical factors of the context, it must be pluralistic and localized, so teachers and students feel comfortable and enable to make decisions associated with their experiences and practices in order to respond to their social conditions.

In conclusion, this project goes beyond the research exercise and reaches the teacher practice of the researcher, because it shows the particularities of the teaching and learning English practices through the voice of the actors who experience it. In other words, this research adopted a collaborative co-authoring position, because we consider as true the meaning people give to their experiences or the stories they tell themselves about themselves and about others.



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We also took into account the situation people occupy in social structures in which they participate and the power relations entailed by these.



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ANNEXES

a. APPENDIX 1

Appendix 1. Frame. Your story part 1

THE PARTICIPANT'S PROFILE

Research objective: To understand life-stories and experiences about English Teaching and Learning through narrative inquiry

Orientation: Dear participant, take some minutes for reading the questions below and answer them. Feel free of providing further details or information you would like to share for this research project. The questions below were adapted from Barkhuizen, G. (2014). Revisiting narrative frames: An instrument for investigating language teaching and learning. *System*, 47, 12-27.

1. Where are you from and where do you live?

2. What do you do? and Where do you work?

3. What academic courses, programs or careers, have you studied?

4. How did the English language start to make part of your life?

5. Are you familiar with other languages? - What experiences have you lived with them?

6. What are your life interests?

*We appreciate your cooperation and the time you dedicate to answer these questions.





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APPENDIX 2.

Free frame about your life as a teacher. Autobiographical document.

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

Instructions: Could you please write a little autobiography about your path and experiences as a teacher in the Santo Tomás University?

TALKING ABOUT ME AS TEACHER

I started working as a part time teacher at Santo Tomas University in the second semester of 2015. I was lucky enough to get promoted to full time teacher since last year and I am really grateful with people at the CAU for giving me this opportunity. I go to university from Tuesdays through Saturdays. I start work at 8 am, have a lunch break from 12 m to 2 pm and finish work at 6 pm. On Tuesdays and Wednesdays mornings I usually have tutoring sessions with Dianita who is a student with special educational needs. On Tuesdays and Thursdays afternoons I also have tutoring session with some priests who can't attend classes on Saturdays. On Wednesdays afternoons the English speaking club takes place from 4 pm to 6 pm, however, it is not held every single week.

On Thursday afternoon I often have a personalized tutoring session with one of my students from Pre intermediate 1, he is very interested in keeping up his English, so I really enjoy practicing with him. From time to time I also assist students during the week when they ask me for. Along the week I have other duties such as assign tutoring sessions to classrooms, check the courses in the virtual room, prepare lessons, grade assignments when the subject is "Regional" and help with administrative issues when it is necessary.

I am passionate about teaching and make dynamic classes. I think the best way to learn is by creating a nice and comfortable atmosphere and reducing student's anxiety. Every day I learn from my students and this makes me happy.



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Appendix 3. First semi-structured interview

Time: Recently present experiences (from 2014 to 2016)

Preliminary analysis: Interest and key aspects of her life.

- Only one year living in Chiquinquirá. What's new about that experience? Is it the first time she lives and teaches in a rural context?
- Master Course in Virtual Learning Environment. Experience with TIC's and how she uses the TIC's with rural students.
- Genuine passion in English learning and teaching through music and reading.

SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Have you ever had the opportunity to teach in a rural context before Chiquinquirá? When and how was it?
2. What do you think is new in your experience as a teacher in Chiquinquirá?
3. What are the advantages and the difficulties you have found working as a regional tutor in Chiquinquirá?

A

1. What do you like to read and listen to?
2. Do you use literature or music in your classes?
3. If so, how do you use it?

B

1. Tell me about your Master in Virtual Learning Environment Experience. (When, where, why and how was it?)
2. How do you use the TIC's now that you are a teacher in Chiquinquirá?
3. What do you think are the advantages and the difficulties about using TIC's with rural students?

C



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First semi-structure interview analysis

1. Have you ever had the opportunity to teach in a regional context before Chiquinquirá? When and how was it?
2. What do you think is new in your experience as a teacher in Chiquinquirá?
3. What are the advantages and the difficulties you have found working as a regional tutor in Chiquinquirá?

A

1. Garzón Huila, 5 años con el Sena. Ventajas a nivel tecnológico y en la educación virtual. Le gustó porque fue presencial y virtual. Ella tenía que viajar a los pueblos. Una experiencia dura porque los horarios eran extensos y requerían de una completa disponibilidad. Estaba feliz porque le gusta el clima cálido, la ropa es distinta.
2. Le encanta el clima y el estilo de vida de Chiquinquirá. Es tranquilo, puede caminar y se inclina por el trabajo en los pueblos. Procura irse a trabajar en pueblos, le gusta la vida sin tanto estrés. La vida en los pueblos es cómoda con respecto a los horarios y al transporte. Pocas opciones de vida social, pero le gusta porque son tan pocas las opciones que es fácil decidir. Experiencia muy bonita, aprende mucho porque ha trabajado en la parte administrativa. **El coordinador le permite colaborar con funciones administrativas.**

Todos los días tiene programadas tutorías presenciales con estudiantes, algunas de refuerzo, otras porque los estudiantes no pueden los sábados, y otra de un programa especial de speaking. Tiempo completo y apoya siempre a los estudiantes. Siempre prepara y no importa si es solo un estudiante, ella da su clase y atiende a todo estudiante. **Abre espacios distintos a los sábados, porque es un grupo grande de condonables, y ella entiende que no es fácil estudiar a distancia.**

Se presenta deserción, la estrategia es apoyarlos para que se adapten a la metodología y **enseñarles cómo deben estudiar para evitar tanta deserción**. Tutorías cada ocho días para que puedan aumentar el nivel. Hay estudiantes de muchos pueblos aledaños, por eso respeta el tiempo de los estudiantes y son cumplidores con las tutorías porque muchos tienen que gastar dinero y horas de viaje para llegar a las clases.

3. Le ha tocado retomar temas como pragmalingüística, sociolingüística y morfo sintaxis, eso le ha permitido que retome el nivel y que empiece a mejorar. El nivel de inglés es más complejo. **Los estudiantes de la ST disfrutan aprender inglés, los estudiantes quieren ser docentes y siente que los estudiantes quieren aprender**, se siente más realizada y que vale el trabajo porque le importa a los estudiantes.



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Lo estudiantes son muy jóvenes, recién salidos del colegio. **Muchos trabajan para pagar la Carrera y por eso estudian a distancia.** No cuentan con los recursos para ir a vivir a la ciudad, por ende estudian a distancia en Chiquinquirá. **Ella trabaja con jóvenes. Hay unos que incluso ya están trabajando como profesores en algunos pueblos o veredas.**

1. How do you use the TIC's now that you are a teacher in Chiquinquirá?
2. What do you think are the advantages and the difficulties about using TIC's with regional students?

B

1. **Hay estudiantes que no tienen internet en sus fincas o casas entonces tienen que bajar al pueblo a buscar conexión, es por eso que la Universidad está siempre disponible y cuando los profesores nacionales ponen un parcial en línea hay estudiantes que se preocupan porque se les cae el internet y no pueden responder los exámenes.** Son situaciones que en la ciudad no suceden y que en el contexto regional sí. (Se me bloqueó, el internet es malo, se fue la luz)... La profesora es consciente de esas situaciones. Mediadora entre los chicos y el docente nacional, pide que le colaboren por las duras situaciones en las que tienen que presentar los exámenes.

Hay estudiantes que estudian a distancia y no tienen internet, tiene que ir a las veredas a buscar internet. A veces no envían el trabajo y es porque no tenían dinero para pagar el internet. **Los estudiantes sienten pena de sus casos especiales.** También hay chicos que ya tienen internet y su computador. Pero hay varios chicos que suelen siempre asistir a la Universidad a la sala de internet.

Historias peculiares de estudiantes que quieren retirarse porque no tiene internet o dinero, y el **coordinador y las profesoras regional intentan ayudarlos y proporcionarle las herramientas para colaborarles.**

¿Cómo utilizas las TIC's con ellos? Con el grupo grande las usa más, aparte de video beam han **trabajado con el celular y aplicaciones como juegos.** Celular como diccionario. Importancia al celular, aplicaciones para aprender phrasal verbs, duolingo para método de traducción y vocabulario (más que todo para trabajo autónomo)... el computador y material audiovisual. Intentó hacer un trabajo con **realidad aumentada porque tuvo la experiencia en su maestría pero el Sistema no le sirvió,** quería hacer la presentación con los planetas. Son cosas chéveres pero que requieren mucho tiempo, entonces no funcionó. El plan B es power point. Tiene deseo de implementar proyectos tecnológicos, quiere que se haga investigación sobre el uso de las TIC'S en el aula. Considera que las TIC'S motivan a los estudiantes, es innovador y las TIC'S promueven la autonomía.



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2. Tienen muchas **ventajas**, los estudiantes generalmente manejan **celulares de alta gama** y conocen varias aplicaciones. Con respecto al manejo de los portátiles, también están muy avanzados. **La desventaja es que usan las herramientas solo para redes sociales, no conocen muchos más usos**, entonces ahí en donde entran los docentes. **Les da duro la metodología de las plataformas**, ellas tienden a ser simples, pero hay estudiantes que no se logran habituar a revisar las plataformas, **la autonomía es una desventaja con el uso de las TIC'S. les cuesta entrar en la metodología de aprendizaje a distancia**. Ella es una consejera y acompaña mucho a los estudiantes para que no se desmotiven y para que no sientan que están solos en el aprendizaje, la respuesta del docente debe tratar de ser inmediata.

- | | |
|--|----------|
| 1. Do you use literature or music in your classes?
2. If so, how do you use it? | C |
|--|----------|

Da literatura en inglés, pero se enfoca en lecturas académicas y no en literatura. Casi no implementa literatura en las clases. La música es su hobby y en las clases trabaja mucho las canciones, tiene que actualizarse en la música para que los estudiantes se sientan relacionados con la música, ella prefiere la música ochentera. Usa las canciones en inglés para practicar estructuras y vocabulario.



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Appendix 4.

Your story part 2. Telling particular anecdotes

Could you please tell me three anecdotes or short stories about these three subjects?

- a. *Tell me about one time you had issues when the administrative functions interfered with your teacher functions.*

My functions as a teacher in Chiquinquirá are _____

_____. Also, I have some administrative functions which are _____

_____. The most interesting fact about having those different functions is that _____

_____. However, there are also some difficulties such as _____

_____. I remember one time the administrative functions interfered with my teaching options, it was _____

_____.

- b. *Tell me any funny or sad story about working with young adults from Chiquinquirá.*

Working with young adults is _____ because _____

_____. I remember one time I _____

_____. In conclusion, the most particular fact of this public is that _____

_____.



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- c. Tell me about any particular student who had issues with adapting to the distance learning methodology or to the virtual platform use.

The moment I decided to be a distance english teacher was _____

_____. I consider that the most difficult part about beign a distance education teacher is _____

_____. Speaking of my students, I remember one time this student had issues when with adapting to the distance learning methodology _____

_____.

Appendix 5. Second semi-structured interview

Objective: The purpose of this interview is to go into detail about the role of the teacher in distance education, the student's needs and the learning experiences of the teacher in distance education.

1. Setting of a tutoring session

Paula: It captures my attention when you said that you consider it that the best way to reduce students' anxiety when learning English is to create a nice and comfortable atmosphere *so in what sense do you create dynamic such atmosphere?*

Yolanda: I think that the first thing is like to be like a kind of friend for them. Like make them feel that you are not like the boss, that you are just to guide them and to share with them and even to learn from them. Dynamic because you always need like games so dynamic activities you also as a teacher you have to show enthusiasm and passion for what you do, I think that's the way to catch students attention and that they start loving English. That's why I wrote that part.

Paula: *I would like you to describe a regular English tutoring session, please.*
What do you do in a regular English class?

Yolanda: Ok. Usually, at the beginning well I use to do a recap sometimes or maybe a word map. Like a quick activity could be a short game or I ask the students to remind me what were the last topic, what were the last topics about and something like that, right? Or I ask them about their daily activities, something like that... so what did they do on holly week? for example. I like promoting speaking and that they tell me about their lives.



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After that, I start obviously with the class according to the book topic. So I have checked previously all the topics of the book. So I know I have to prepare some copies, some exercises, reading, listening exercises. So I start the class introducing the words, the vocabulary, the listening part, the reading part, usually to personalize the topic. I ask them about, for example, if the topic is about holiday I ask them what could be their favorite place to visit. And obviously, well, I ask them to work on exercises, I ask them sometimes for explanations and qualifications just to make sure that they really understood. And sometimes I have a small talk at the end, I ask them to... I really like that they work in pairs or group work, right? But especially in pairs. I love that they share their knowledge on them and I think that's it.

Sometimes the time is not enough so there are some activities that I have to continue the next session but it's kind of the tutoring session.

Paula: *What aspects do you consider at the moment of facing a tutoring session? Are there any differences with some students?*

Yolanda: Yes, I think that I prepare the classes according to the among of students I have in the class. For example, when I have more than five students I try to prepare like kind of more material. I usually do flash cards but the interesting thing about working with more than three students is that they can work in pairs and I really like this kind of work. I don't know why students are kind of intimidated when they have to work with the teacher, they are kind of blocked and they do not feel relax even if you try to make them feel "no it's just a conversation, you have to correct me". I think they feel not comfortable working with the teacher so in this case I prefer when they are like more than three. I think that the thing about having bigger groups is because maybe you can have more games maybe, right?

When you have just one student, well, you can play with the student but sometimes _____ that's the difference. But anyway I try to prepare and use the same material even if there is a tutoring session with one student or more.

2. The role and the functions of the teacher in distance education

Paula: Since you are a regional English tutor, you mentioned that there are some difficulties in terms of the experience of having some administrative duties. For example, you said that at the beginning it was difficult to manage the time effectively and to deal with tutoring schedules. *So what did you do to overcome those problems?*

Yolanda: Ok! I think that taking the risk (laugh). It was a kind of not easy but not difficult experience. In my previous work I was more dedicated to the academic part, like a teacher, just preparing my classes. Here I have to be in charge of administrative issues. At the beginning it was kind of hard because I was in charge of organizing the schedule of the bachelor of English and organizing the schedule of every single bachelor. It was kind of overwhelming at the beginning, I didn't know how many hours, how many tutoring sessions. Organizing schedules depends of a lot of aspects (students, subjects, specific topics) so at the beginning was a little bit scary but I think that I got a lot of support from the people in charge of administrative issues here, the coordinator and the secretary, they were very kind and supportive. So I think that I overcome that.

Paula: *What aspects in terms of time management does a tutor or a teacher in distance education should consider?*

Yolanda: I think that as a regional teacher we have an advantage that is that we are not in charge of uploading all the material and getting ready the virtual room, right? We have sometimes a lot of subjects, you are in charge for example of ten subjects, you have to check the platform every day. Time here is very important because you have to really organize your time to fulfill this you have to check the platform, read the material that the student have to read because it is not the material that you uploaded and that you know because it is from the national teacher so sometimes you have to read the entire book to be able to do a good tutoring session. Because you have to have the knowledge and the capacity to really explain.



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We have these challenge but I think that it is a rewarding challenge ... You are learning, you are updating your knowledge getting to know the authors. I think that is also an advantage. When we have regional subjects we have to devote time to grade and to give the appropriate feedback.

We have to be very organize with the time and we have to be very responsible because apart of working we have our lives, so we distribute the time in all those kind of special things, our works and obviously our lives and our family. So we have to be a very good time management.

Paula: *How many subjects do you have in charge?*

I think that these semester I have like kind of ten. We are accustomed.

3. Students' special needs at distance education

Paula: You said that on Tuesdays and Wednesdays mornings you usually have tutoring sessions with Diana who is a student with special educational needs and who has some writing and speaking difficulties. Right? You also said that you were a little worried because you had never taught to any special needs student. *So, I would like you to tell me about those things or activities you've done as an English teacher to help Diana to overcome those difficulties in writing and speaking.*

Yolanda: Ok, it's been a challenging situation, at the beginning was kind of worrying me. Now Diana is part of my everyday activities, she is part of my life now. She is a very intelligent girl and usually the tutoring session with her is the same as a tutoring session that I use to prepare to another student. I use to use the same material, flash cards... obviously with her I have to be kin on checking her writing because she has some problems. So, for example, instead of writing a D she writes a B. I have notice that she is very good at English, she remembers a lot of things about what we had learnt up to now, she is very dedicated, she is very responsible, she comes to every single tutoring session.

In fact, how can I say... her disability _____ in Spanish, so imagine in English but I have noticed that she only thing that she needs is a support and someone who is by her side telling her "ok, pay attention, read what you write" and she immediately corrects herself. She needs support not just in English, she needs support in most of the subjects. But she is amazing, we laugh sometimes because she is very funny. Obviously I have to be by her side when she is taking texts, I tell her "do it yourself, I know that you can do it". She does the activity, I check and if there is a mistake I tell her to check if it is correct or not. I think that I am a supporter but now a friend because sometimes she just wants to talk about something, right? And I just listen to her. It's been a great experience and we are already in English level 3 and we are gonna finish this year.

Paula: *Does she live in chiquinquirá?*

Yeah, she is from here.

Paula: *What are those important necessities do you realize in terms of students' guidance, students' support and orientations in distance education?*

Yolanda: I think that students here, especially in distance education, really need support and guidance. Even if you _____ the teacher, it is necessary that you feel that the teacher is there for you. For example, if you are a student and you write a mail you want to be replied as soon as possible, because you feel that you are not alone in the process. So I think that they really need that kind of support, you can do it by using the mail or skype. Sometimes the students tell the teacher about their needs and ask for extra tutoring sessions.

The other thing that I think they really need is that we as teachers show them that they are important and that you really care about their process. Obviously to show them that we enjoy what we are doing, that we are happy teaching English, that we are happy teachers.



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4. Learning experiences for a teacher in distance education

Paula: Finally, I must confess that it captures my attention the fact that you defined your role as an English teacher in terms of new opportunities to learn and discover your own potential. It's clear that the teachers are exposed to new teaching and learning challenges every day. That's why *I would like you to tell me a little bit about those new things you've learnt in terms of formal English language, personal or social life and work environment as being a distance education teacher.*

Yolanda: English language first, I think it's been amazing. I think English is demanding, if you don't practice your language is gonna be difficult to improve it. Every day you are involve in this context so in terms of language, I think that being here in the university and working here in the CAU, definitely I have improved my English because it demands a lot of dedication. For example, when you teach at the school the level of English is level one, here not, you have to push yourself into a higher level, academic level. So in terms of language, you really have to improve here in the university, all your skills to give a class, to hold a conversation with your students, to have a real manage of technical terms, because we have very good students here. We have students who speak very well and who travel and who have been abroad, something like that. Their English is beautiful and it pushes you to work in your English every day. So you have to study not just for the tutoring session but for you, for understanding. So in terms of language it has been wonderful, terrific.

The other aspect you said was personal or social life. Well, I think that being part of administrative issues here has thought me to be close to the teacher, because sometimes I'm in charge of the schedules so I have a close relationship with them. It helps to improve as a person and to be ready to solve any problem they may have. Sometimes you are full of things that another teacher needs something important and you have to be there to support that teacher. Having the role as a teacher with some administrative issues have helped me to be like more open minded and to try to help and to be there for the others when they need it, because it is important. You have to try to help teachers and students and at the end they should be satisfied and that they have what they need at the proper time. Also, it has helped me to be more aware about the administrative stuff sometimes, because when you are just a teacher sometimes you are unfair with those people. I have realized that the coordinator and secretary are all the time working and having things ready for the teachers, they are very organize but you know sometimes things are not like easy to do.

About the work environment I have to say it is great, fantastic here. On Saturdays all teachers come here to the tutoring sessions so we don't have much time to talk, but when we have some little spaces we get together and we start talking, laughing. The administrative stuff is very hospitable. The secretary, Mss. Patricia, she is all the time trying to help the teachers. The working environment is one of the most important things when you are working, because if you are good and if you feel good, you are gonna make your students good too.

Paula: *What aspects have been new and do you consider important to continue reflecting upon distance education?—English learning in distance education?*

As teachers we always have to be reflecting because it is the way that we can improve this process. All aspects, the methodology, the material, the things that work and do not work. Obviously the performance as a teacher in class with the students. If you don't reflect on your everyday performance you are not going to improve. If you are in a tutoring session and you realize something doesn't work, you start thinking about that and you have to look for a new way. So you are trying to change your procedures and methodology.

In distance education, teachers have real responsibilities because even if we are not all the time with the students we have to be like a ghost, like a presence. They have to feel that we are there, it could be through the materials and the time. Sometimes students complain about everything, right? But sometimes they complain about things you say, "yeah, they're right". And you think, well if this persons is complaining about something it is because it is not right



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and you analyze the situation and you say yeah something is going on here. The learning process needs a reflection all the time.

Appendix 6. III FRAME Your story part 3. Talking about distance education

Could you please complete the following frame?

Since you told me about those new things you've learnt in terms of formal English language, personal or social life and work environment as being a distance education teacher.

I would like you to tell me about your specific student's necessities when learning English at distance in Chiquinquirá. You can tell me about any specific student or you can list the aspects you consider are important to reflect on your particular student's necessities.

Some of students' necessities when being in distance education are:

1. To be in permanent contact with their tutors.
2. To receive prompt responds for their queries.
3. To get quality and prompt feedback from their tutors, so they can be aware of their weaknesses and work on them to improve future assignments.
4. To get opportunities to be exposed and to practice the target language by different means such as apps, internet resources, trips, English immersion.

Could you share a remarkable story when you felt you learnt something really important to your personal life?

Well, I can't think of just one remarkable story, I have realized I am part of great stories every day which teach me great lessons for my personal life. From my students I have learnt to be humble, to be more patient and to be open to learn from any single person. From the staff and other teachers at CAU I have learnt to work as a team, to be diligent and to be ready to help each other. From Dianita I have learnt to be persistent and courageous.



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Appendix 7. Yolanda's CV



INFORMACION PERSONAL

NOMBRE	Yolanda Duarte Medina
FECHA DE NACIMIENTO	26 de octubre de 1978
LUGAR DE NACIMIENTO	Bogotá D.C
ESTADO CIVIL	Soltera
DIRECCIÓN	Carrera 9 No 8 – 55 Chiquinquirá (Boy.)
TELÉFONO	321 2923744
E-MAIL	yolandaduarte@ustadistancia.edu.co

ESTUDIOS Y EXPERIENCIA LABORAL

Licenciada en Filología e Idiomas, inglés de la Universidad Nacional de Colombia en Bogotá. En 2006 fui parte de un proyecto bilingüe llamado " *Huila habla Inglés*", durante el cual enseñé inglés a varios colegios públicos de ese departamento, luego tuve la oportunidad de viajar a Escocia para trabajar como asistente de idiomas durante nueve meses, fue una experiencia maravillosa donde además de mejorar mis conocimientos de la lengua, conocí otra cultura y a gente maravillosa.



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Trabajé con el Sena durante cinco años como tutora presencial y virtual de bilingüismo, siendo competente en el uso de las plataformas educativas como EDO, Moodle, Blackboard, Tell me more y Touchstone. Me motiva mucho el uso de las TIC en el proceso de enseñanza para hacer del aprendizaje una experiencia amena, divertida y muy enriquecedora, motivo por el cual curse la especialización y maestría en Entornos Virtuales de Aprendizaje con la Universidad de Panamá, la cual finalice hace poco.

Desde hace un año trabajo como docente de la Licenciatura en Lengua Extranjera, Inglés, en la Universidad Santo Tomas, en el CAU Chiquinquirá. El segundo semestre del 2015 inicié como docente de medio tiempo y este año como docente de tiempo completo.

Appendix 8. Lesson plan

LESSON PLAN

Name: Unit 3: Tickets, Money, Passport
English Level: Pre intermediate 1
Date: April 29th, 2017

Objectives:

1. Identify pronoun reference in a text about tips when travelling to UK.
2. Ask for permission, make requests and offers using modal verbs: Can, Could, May.

Introduction:

During this lesson students will continue exploring vocabulary, structures and expressions about travelling. They will read a blog about tips for trips and they will also listen to two different conversations happening in the airport, in order to contextualize the use of modal verbs of permission, request and offer.

Methodology:

Communicative Language Teaching, Direct Method.



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Stages	Teacher –activities	Resources	Time
O P E N I N G	After asking students about the topics revised the previous tutoring session, I will ask them if they are planning to travel this coming holiday. If the answer is “Yes”, I will elicit information about the place they are going to visit and how much they know about it. I will listen to their answers and write some of them on the board. Then, I will inquire if they have thought about travelling abroad and what country they would like to visit. Afterwards, I will ask them to imagine they are going to travel to UK, so they have to tell me what they already know about this country in terms of typical food, means of transportation, cultural aspects and way of life.	Markers Board	20’

D E V E L O P M E N T	I will hand out a reading about some important tips to take into account when travelling to the UK. Students read it to get familiarized with the content and to look unknown words up. Next, I will assign a paragraph of the text to each student, so he/she has to read it aloud and to tell the class what it is about in his/her own words. Once they finish reading, I will tell them to focus on the words which are in bold: They, there, them, these, it. I will explain they are called Pronoun Reference and that they refer to persons, things or places mention before. I will provide some examples on the board: Nestor is a nice student, he likes English a lot. “He” refers to Nestor. Chiquinquirá is a small town, it is located 115 km of Bogotá. I like to live here. “It” and “here” refer to Chiquinquirá. I will clarify doubts and then students will carry out the following activities: First Activity: I will stick on the board 10 index cards with some words written on them, these words are all part of the	Blue tack adhesive Index Cards Photocopies Markers Board	1h 20’
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	reading. I will make students to pronounce them and to check their meaning. Some of these words correspond to one of the pronouns reference which are emphasized in the text. So I will say aloud the location of a pronoun reference for students to identify it, for example: “Paragraph 1, Line 2”. According to these instructions, students go through their reading and check what is the pronoun reference. As soon as they find it, they run to the board to take the corresponding word it refers to. In this case the pronoun is “They” and it refers to “PEOPLE”. This is an individual activity, therefore, the student who get more cards will get more correct points. Second Activity: Students will work in pair. I will give a pile of cards to each pair of students with some letters on them. By organizing these cards students can get the words TRUE and FALSE. I will say a statement about the reading, so students have to decide if it is TRUE or FALSE. For example: I say <i>“British people walk very fast”</i>. Students have to organize their cards to show me their answer (True or False). Once a team has its answer ready, it has to say aloud “Stop”. I will check its answer and if it is the correct one, it will get a correct point. To get ready for the second statement, students have to mix the cards up. These are the statements: - In the UK a subway is a train.(False) - British bathrooms are similar to other countries. (False) - You should learn about a country before going there. (True)		
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	- American people love travelling to UK. (True) Third Activity: Students will listen to two conversations. First, they will have to infer the place these conversations are probably taking place. Next, they will have to describe the situations in each conversation. After that, I will hand out the transcript of the audios, students have to underline the structures with modal verbs “CAN, COULD, MAY, SHALL”. Once they have identified the structures, I will ask them what they think are the functions of this sentences. If they are not sure about them, I will give them some hints so they can be able to discover them by themselves. I will choose a student to explain to the class the functions and form of this modal verbs. I will just clarify any doubt and make clear their differences in terms of formality and politeness. To practice this topic, students pair up again, I will give three cards to each pair of students, each card will have the letters A. B. C written on them. Each letter represents a function: A for Asking for permission B for Request C for Offer I will say aloud a sentence or question using these modal verbs. Students will have to choose the correct letter which describes the function of the sentence and raise it up. For instance, I say “<i>Can I ask you a favor?</i>” So students are supposed to choose card “A” and raise it up, because this card represents the function “<i>Asking for permission</i>”. During this activity I will ask any question students will have about the topic.		
C L O	I will ask students to make up in groups of three people. They have to choose among three different situation and prepare a dialogue using the structures with modal verbs (permission, request and offer)	Cards with situations.	20'

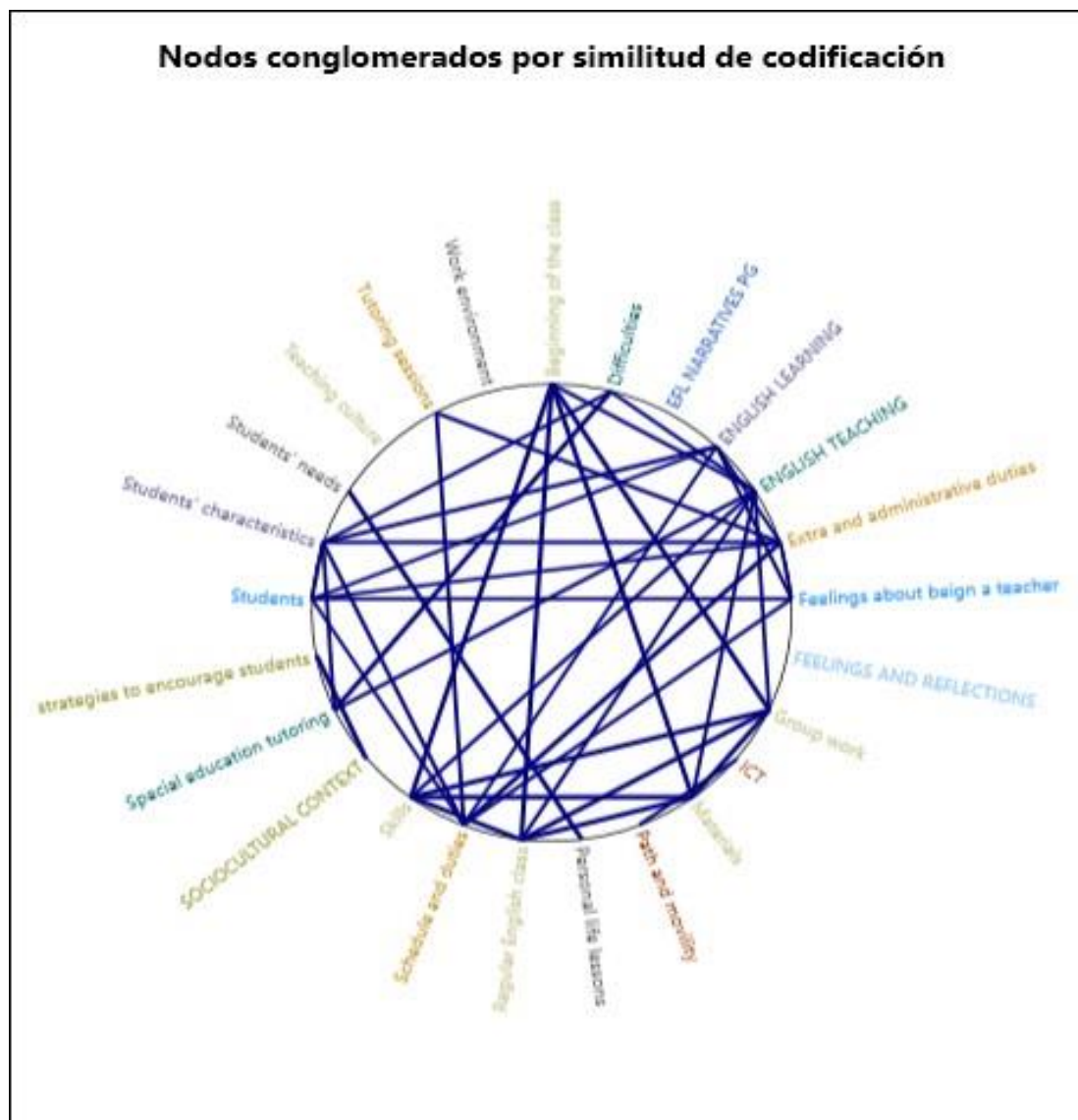
S I N G	These are the situations: 1. You are in a taxi and want to go downtown. 2. Your friend is thirsty and you want to get him/her a drink. 3. You are in the airport and want to ask someone to help you with your heavy suitcases. I will move around monitor their work and giving feedback. Finally, they have to present their conversations in front of their classmates.		
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Appendix 9.



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