

**Educators' English Teaching Experiences at Educational Institution Ana Josefa Morales  
Duque Headquarters: El Libertador, Santander de Quilichao**



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**APPROVAL****UNIVERSIDAD DEL CAUCA**

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**Educators' English Teaching Experiences at Educational Institution Ana Josefa Morales**

**Duque Headquarter: El Libertador, Santander de Quilichao**

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## **Abstract**

The present research analyzes elementary public school educators' English teaching experiences at the educational institution Ana Josefa Morales Duque Headquarters El Libertador. The qualitative intrinsic case study was conducted as an approach that allows the exploration of in-depth specificities of a phenomenon in its natural context. That enabled the researchers to collect valuable information regarding the participant's experiences and perspectives. A group of six volunteers belonging to the same elementary school participated by sharing their experiences and personal information through semi-structured interviews and a demographic survey. Data analysis was divided into four categories: years of experience, difficulties surrounding TEFL, motivation, and English skills. The information obtained revealed that educators comply with bilingualism policies without professional training, resources, accompaniment, and other conditioning factors. Despite the circumstances of their context, educators search for ways to reach out and help their students by giving them the best version of themselves, only demonstrating their high level of commitment to the education cause.

**Keywords:** *Experiences, Foreign language, English teaching, Elementary Public School, Training, Difficulties.*

## **Resumen**

El presente trabajo de investigación analiza las experiencias docentes de escuela pública ligadas a la enseñanza del inglés en la institución educativa Ana Josefa Morales Duque Sede El Libertador. Desde la perspectiva cualitativa, el método escogido para realizar esta investigación fue el estudio de caso intrínseco, el cual permite la exploración profunda de las especificidades de un fenómeno en su entorno natural. Esto permitió a las investigadoras recopilar información valiosa con respecto a las experiencias y percepciones de los participantes. Un grupo de seis voluntarios pertenecientes a la misma institución educativa participaron al compartir sus experiencias e información personal a través de entrevistas semi estructuradas y una encuesta demográfica. El análisis de datos se dividió en cuatro categorías: años de



experiencia, dificultades relacionadas con la enseñanza del inglés como lengua extranjera, motivación y habilidades con el inglés. La información obtenida permitió a los investigadores concluir que los docentes cumplen con políticas bilingües sin la apropiada capacitación, sin tener recursos, ni acompañamiento; más otros factores condicionantes. Pese a las circunstancias de su contexto, los docentes buscan maneras de llegar a sus estudiantes y ayudarlos brindándoles su mejor versión, finalmente demostrando alto nivel de compromiso por la causa de la educación.

**Palabras clave:** *Experiencias, Lengua Extranjera, Enseñanza del Inglés, Escuela Primaria Pública, Formación, Dificultades.*

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## Introduction

Inquiries reflect human curiosity. The pursuit of “the truth” is an inherent characteristic that has led humans to great discoveries, for which extraordinary questions have emerged and impacted the way people perceive and live their lives. With time and evolution more and more questions have arisen around a vast variety of interests and phenomena. The desire to obtain answers even in the simplest aspects of life has become a necessity to achieve.

Curiosity was the beginning of this research idea. It became necessary for the researchers to know how elementary public educators dealt with English teaching since based on the researcher's personal experiences the knowledge concerning the language at school was nothing but deficient. For this reason, it was vital to get the information directly from the educator's experiences and perceptions. Therefore, this work was thought of from a qualitative perspective, using the intrinsic case study as a method characterized by its curiosity nature allowing in-depth analysis of a phenomenon through the participant's own words.

The actual search for educators who wanted to share their stories began, it was not an easy task, and it took a while to find someone who was willing to get involved in this research proposal. Finally, on February the 10th 2022 the coordinator of the educational Institution Ana Josefa Morales Duque Headquarters El Libertador, signed the document which authorized the researchers to start with the project. It is relevant to mention that the main reason for the coordinator to accept, was based on the urge he had to fill an absentee for maternity leave since there was a classroom without an educator. Indeed, one of the many difficulties found that encourage the researchers to go deep into the phenomenon.

In the beginning, the agreement focused on programming interviews with the teaching staff, however, the researchers ended up becoming the English volunteer instructors, mathematics and Spanish substitutes, being basically in charge of the group whose teacher was on maternity leave. The coordinator designated at the time created a dynamic that consisted of class rotations in varied schedules where the researchers were responsible for TEFL (Teaching English as a Foreign Language) to most of the grades,

this dynamic enabled some of the institution educators, to have free hours, and to use them to teach other subjects to the teacherless group.

To sum up, it was an enriching and challenging experience in which the researchers lived in their own flesh the responsibility of having to teach something they were not trained for, besides the context of public education, not only in terms of bilingualism but in terms of human and economic resources which are basically the column of schooling. According to the previous, public education urges to be rethought and overhauled just if progress is desired.

This document presents the results of that experience. First, the problem statement, the objectives, and the justification of the research are described, as well as the identification of previous studies related to the selected subject. Then, the methodological design is presented with the pertaining stages and instruments. Data analysis was divided into four concepts after the qualitative analysis and categorization of the interviews that allowed us to get deeper into the teaching English experiences of the participants. Finally, conclusions and recommendations are established, understanding that this subject is still open and requires further research due to its complexity and the multiple varieties of life experiences of teachers in public institutions.

### **Problem Statement**

Public education in Colombia has been impacted by several factors, one of which is related to the economic variable. Over time the budget belonging to the public education sector has been gradually increasing, currently being the highest among sectors. However, the way these resources have been invested represents a problem, only 5,4 billion out of 49,4 billion pesos are assigned for real investment in education, and the remaining, a total of 44 billion pesos are intended for operating costs. Setting aside potential improvements in teachers' training, access, and educational quality, especially in preschool, basic, and media schools. (El Tiempo, 2021). This means that an estimated 43.894 official educators around the country are to the day working with a reduced budget. These circumstances set much to reflect on, thus, it is necessary to emphasize that to progress in terms of education, it is essential not only to devote generous financial resources but also to perform a strict and effective administration that works for the achievement of significant changes, otherwise, how do the schools and educators accomplish their work ideally?

In view of the previous, it could be said that public education, principally from preschool to media has not been a priority for the Colombian government. The lack of accountability towards the proper administration of the resources, not to mention the continuing denial to improve the conditions of the teacher's staff, which has around 315,064 official educators from preschool to media, in charge of 8.018.501 million students in 2020. In addition, The Colombian Political Constitution holds that it is the responsibility of the State to ensure through education, the intellectual, moral, and physical quality training for minors, as well as to guarantee access, the covering, and the ideal conditions for the students to stay in the educational system. (Cost.,2015). Having said that, there are reasons to believe that one of the main problems with education in general, lies in the fact that government policies are neglected by the same institution that created them, which does not provide solutions, nor sufficient resources or safeguards to offer the educators and students a worthy and high-quality education system.

Regarding bilingualism, the PNB (Plan Nacional de Bilingüismo) was implemented by the National Ministry of Education in 2004, to promote English learning and improve English Language Teaching (ELT) in every public school around the country. The program has set several goals and expectations that have implied a challenge for the same MEN, since their compliance for the last eighteen years, has been ineffective. Certainly, there is a disadvantage linked to English proficiency in the primary public education sector. The bases in the target language are not compatible with the expectations of The PNB policies, leading to the non-evolution of the student's capabilities expected at the end of high school. (Cárdenas y Miranda, 2014) This could argue why the level of bilingualism in Colombia has not reached significant improvements, on the contrary, the level is in fact low, in consequence, the students that hold high competencies in the language, represent only 1% of the high school population in the country, (MEN, 2006 as quoted in Sánchez Jabba 2013). In other words, the achievement of the goals proposed by the MEN, to make Colombia a bilingual country has been taking a long while, yet not enough efforts coming from the political establishment as most educators highlight, reporting the lack of enough instruction that could support them, thus they could successfully carry out their work. (Maturana, 2011).

The government plays the most crucial role, it is responsible for providing human resources with the necessary pedagogical tools, materials, and training to carry out their classes in an appropriate way. However, it fails to provide educators with the above, as well as the proper facilities and connectivity that might positively impact their lessons, besides their professional development in the subject. Instead, it seemed to lie full responsibility on educators without the proper training to teach the target language in elementary schools, assuming that adding the subject to the curriculum and learning isolated words without a context is learning another language, rather than having professionally qualified English educators. (Clavijo, 2016).

In light of the above, the present research focuses on educators, since they were and continue to be the leading figures in education. Thus, it was thought of as an essential element to search into their



perspectives and personal experiences related to teaching English as a foreign language at the public elementary school. To get close to these lived experiences, a qualitative approach was considered and centered at the Educational Institution Ana Josefa Morales Duque Headquarters: El Libertador, in Santander de Quilichao, whose particularities were framed from the perspective of a case study. The Case Study (Yin, 2018) is a research method that will enable in-depth exploration of the current phenomena in its real environment when boundaries between the phenomena and the contexts are not evident, resulting in a valuable tool to explore the actual situation surrounding TEFL. This allowed the researchers to deepen and analyze the challenges elementary school educators are exposed to when teaching English as a foreign language.

The interest to carry out this study in this educational institution lies in its specificity, it is an elementary public school where educators do not have professional training in the target language, adding to the scenario other complexities such as the lack of human and economic resources. These characteristics could offer an answer to the research question: *How do elementary public school educators experience the challenges of TEFL at the educational Institution Ana Josefa Morales Duque Headquarters: El Libertador?* and hopefully, an illustration of the processes, challenges, and conditions linked to bilingualism, that could give a wider view of the phenomena.

Expecting to get to the heart of the problem, the researchers' plan was to carry out fieldwork surrounding the educator's real environment at school, attempting to acquire first-hand data to describe the scenario and analyze the lived experiences of the educators when addressing EFL. Then, according to the collected information, be able to evidence what are the circumstances under which these educators teach English at the educational institution Ana Josefa Morales Duque, Headquarters: El Libertador. Once the instruments were applied and the information was categorized and analyzed, the researchers created a short-term plan of improvement consisting of leading workshops and delivering materials to the educators

who participated in the research, as a way to contribute to the development of the institution and encourage further research upon the identified topics.

### **Rationale**

According to the available data related to bilingualism and teaching English as a foreign language in Colombia, it can be inferred that the information sources focus mostly on the national and regional phenomena, providing an overview of the events; arising queries about how educators experience them in more specific contexts.

This research belongs to a qualitative nature that is explained by Hernández Sampieri et al. (2014) as an investigation that focuses on understanding the phenomena by exploring them, through the participants' perspective in a natural environment related to their context (pp. 358). In other words, the results obtained from the analysis of the events using the perspectives and experiences of educators in their real context provided valuable insights into the situation regarding learning and teaching English at the public primary school, allowing to illustrate and hopefully understand what happens with educators and the English area in the elementary educational institution Ana Josefa Morales Duque Headquarters: El Libertador.

Given that the first formal encounter of students with the target language occurs during the early school years, the results of this research also could offer a notion of the knowledge they acquire in primary school. This information could enable future researchers as well as educators and people interested in the topic, to have access to ideas, recommendations, and material that could help to build future hypotheses and conduct new studies concerning the phenomena.

The field of knowledge is directly connected to this research due to the interdisciplinary aspect, which is foreign language education. To that end, as future Modern Languages educators in English and French; trained to carry out teaching processes from preschool to high school, (Universidad del Cauca) it is essential not only to understand how schools and elementary teachers are dealing with the demands made by the curriculum regarding English teaching, along with the government policies concerning the PNB but also what is the reality they experience at their workplace. This would hopefully help

undergraduate students to become more familiar with the phenomena before they start their educational practices during VIII and IX semesters and later as University graduates.

To conclude, this research proposal is relevant since it expects to provide insights that could give contextualized data linked to being an educator teaching English as a foreign language at a public school, a topic that is directly connected to the program of Modern Languages at the University of Cauca in the municipality of Santander de Quilichao and which could contribute pedagogically to the improvement of the educational context of the community in future studies.

## Objectives

### General objective

To analyze the elementary public-school teachers' experiences in terms of English teaching as a foreign language at the Educational Institution Ana Josefa Morales Duque Headquarters: El Libertador in the municipality of Santander de Quilichao.

### *Specific objectives*

- To enquire into the teacher's educational experiences related to English teaching at the Educational Institution Ana Josefa Morales Duque Headquarters: El Libertador, in Santander de Quilichao.
- To describe elementary public school teachers' experiences in terms of English teaching at the Educational Institution Ana Josefa Morales Duque Headquarters: El Libertador, in Santander de Quilichao.
- To evidence the teacher's educational experiences linked to foreign language teaching at the Educational Institution Ana Josefa Morales Duque Headquarters: El Libertador, in Santander de Quilichao

## Previous Studies

### International Study

#### *English in Colombia: An examination of policy, perceptions and influencing factors*

Colombia is a country with a large population, this land is home to 48 million inhabitants, the population has remained steady for 5 years until 2015, but it is projected to grow to over 50 million by 2020. Which will force the government to generate more resources to strengthen the educational area. Since 1994 the government implemented the “general education act” which mandated the attainment of foreign language skills, the country has had to face challenges regarding the educational system and bilingualism. Colombia is a country of great cultural and socioeconomic diversity; this is one of the most notable reasons why the implementation of bilingual national policies is an enormous challenge.

In Colombia, there have been several reforms designed to promote English language learning. “In 1982, the English Syllabus was introduced for secondary schools that wanted to adopt it into their curriculums. However, this was largely not implemented, reflecting low levels of language teaching and English language skills among teachers”. (British Council, [British Council], 2015, p.13). In 1999, the Curricular Guidelines for Foreign Languages (English) were established, which limited the teachers’ control over the curriculums instead of promoting English learning. The reforms highlight that it is necessary that every institution, educator, and administrator involved in the educational process to understand and commit to a policy in order for it to work.

In 2004, the ministry of education launched the National Bilingual Program (Programa Nacional de Bilingüismo) PNB which its main goals were:

- 40% of secondary school students at B1 upon completion of Grade 11
- all students to learn English in primary school (as mandated by law since 1994)

- all secondary school teachers at B2
- 80% of graduates of teacher training and/or pre-service (sic) programmes at B2
- 40% of university graduates from other (sic) programmes at B1
- 20% of university graduates from other (sic) programmes at B2. (British Council, [British Council], 2015, p.16)

The PNB program had very ambitious goals, which were planned from 2010 until 2014, but currently, the student's English proficiency in Colombia is worrying.

There are other programs, such as the Colombia Bilingüe plan. These programs have similar goals which are to improve the English level of Colombian People, not only to promote personal development but also to increase human capital and raise the country's position in the global economy.

This study was applicable to the research because it presents a macro analysis of educational governance that exposes relevant information about the population in Colombia, in regard to the educational system and its future difficulties.

While progress has been made, the goal of an English-speaking population by 2019 is largely felt to be unattainable. Some feel that the policy has come too soon and that Colombia lacks a suitable learning environment in its public and private schools to promote English language acquisition effectively and equitably. (British Council, [British Council], 2015, p.58)

Although in Colombia bilingualism has been a challenge, there is still interest in the language.

The English culture in Colombia is growing, with English-language media reaching an increasing number of students and, in some cases, aiding their learning. However, the challenges faced by English teachers - a lack of resources, motivation, access, time, language skills, and contextual training - continue to present barriers to positive and equitable English acquisition in formal education. (British Council, [British Council], 2015, p.58)

The government proposes a policy on English language learning, but without considering the cultural diversity and the different obstacles that people have to access a qualified education.

## **National Studies**

### **La enseñanza del (sic) Inglés en Tiempos del Plan Nacional de Bilingüismo en Algunas Instituciones Públicas: Factores Lingüísticos y Pedagógicos**

The teaching of English as an obligatory subject in Colombia was implemented in 2004 as an imposed policy by the National Government, altogether with the MEN to standardize the teaching of English as a foreign language from elementary school on.

This study approaches the subject such as the Plan Nacional de Bilingüismo (PNB), an ambitious national project that for elementary teachers, symbolizes an academic and in some cases an emotional if not psychological challenge, due to its obligatory nature in English teaching.

Por ejemplo, la mayoría manifiesta tener una competencia lingüística insuficiente para desempeñar su labor a cabalidad, y la sustentan en las falencias que descubren en sí mismas por no haber sido formadas para enseñar esta área específica o por no haber recibido capacitación adecuada. Cárdenas, 2001, Gonzáles, et al 2001 en Cadavid, McNulty & Quinchía. (as quoted in Maturana, 2011, p.76)

The previous was considered relevant for the research because it is directly related to the languages field and the teaching of TEFL without professional capacitation in the subject. This text offers from a pedagogical and linguistic perspective, how 12 elementary teachers from 4 schools in Medellin face this challenge, to follow the government policies leaving aside their own thoughts and beliefs about English teaching in order to try to fill the academic needs of their students. The writing also describes several internal factors which affect directly and indirectly the teaching and learning of the L2, as Maturana states:



En cuanto a las profesoras, los factores internos que las afectan están ligados a la formación en el área específica y a competencia comunicativa, de dónde se sugiere que tanto manejan el idioma; y a la competencia didáctica específica y desarrollo profesional, de dónde se infiere que tan preparadas están para dictar la clase de inglés. Conscientes de estas falencias, las docentes a menudo se enfrentan al temor a equivocarse frente a sus estudiantes, ya sea en lo lingüístico o en lo didáctico, lo cual, por una parte, limita las estrategias que emplean; pero, por la otra, también las impulsa a idear métodos y a buscar alternativas que les permitan seguir creciendo profesionalmente y contribuyendo con el aprendizaje de sus estudiantes. (2011, p.78)

Having said that, certain aspects can cause difficulties during the teaching process. Still, as the text affirms, these difficulties may become a motivation for educators to create and develop methods that can contribute to the students' learning, however not in an ideal way. Besides the internal factors, there are also external variables that are more related to the students and their diverse contexts, the culture, the family; the government's education policies as Maturana remarks:

Finalmente, se subraya el efecto que ejerce el sistema educativo en los procesos de enseñanza a través de las políticas lingüísticas que establecen los gobiernos locales y nacionales. La gran mayoría de las docentes resalta la falta de suficiente preparación y de capacitación adecuada por parte del gobierno o de las instituciones educativas como un escollo para llevar a cabo de manera efectiva su labor de ser maestras de inglés. Al mismo tiempo, recalcan la falta de recursos suficientes como una dificultad expresa de las instituciones para llevar a cabo propuestas de cualificación. La conjugación de estos elementos obliga a buscar alternativas paliativas que les permitan mejorar su enseñanza. (2011, p.79)

Finally, the external variables are if not the least susceptible to changes, as is the case of the MEN and the educational politiques created by the national government which demand specific results while they do not offer the ideal resources, tools, academic training and guarantees to allow the educators staff to improve or fulfill the teaching processes.

### ***English teaching in the (sic) elementary school: Some critical issues***

In the educational system in Colombia, English has become an obligatory subject for every child and adolescent attending a private and public school. For this reason, many if not all the teachers, in this case, of elementary schools have been involved directly or indirectly in English teaching as a foreign language (EFL). The Plan Nacional de Bilingüismo (PNB) has remarked in its policies certain demands related to the proficiency that thus far have not been accomplished. Perhaps, its failure is due to critical and challenging situations lived by educators facing government requirements which on many occasions are not connected to the educators' realities as Clavijo notes: “In my professional opinion, this political decision not only delays the expected outcomes for English proficiency of school students to perform successfully as citizens, but it places elementary school teachers in an awkward and unethical professional position”. (2016, p.7)

Adding to the previously mentioned, the lack of preparation to deal with overcrowded classrooms of students with different cultural backgrounds and socioeconomic requirements (Clavijo, 2016).

Lastly, the requirements proposed or established by the Colombian government in English Language Teaching would need to be commensurate to the big diversity of contexts of educators and learners, which unfortunately for a suitable education, have not been considered.

## Local study

### **Prácticas pedagógicas de maestros de básica primaria en la enseñanza del inglés en la Institución Educativa Carmen de Quintana, Cajibío**

Nowadays, learning English as a second language has become a benefit for people, not only at a personal level but also at a professional level since it is required in different contexts such as schools, Universities, and in almost any job, becoming something indispensable. For this, the MEN has implemented the National Bilingualism program (PNB) and Colombia Bilingüe, whose main objectives are to promote the teaching and learning of English in Colombia.

The following article seeks to understand the pedagogical practices of the educators of the (Institucion Educativa Carmen Quintana), describing their experiences in teaching English.

Having these teachers face major challenges due to different factors such as the lack of knowledge of the language, the lack of strategies that contribute to teaching L2, and the little acknowledgment related to the policies imposed by the General Law of Education; the PNB, and the program Colombia Bilingüe.

However, in this case, the investigators of this project wanted to emphasize the little knowledge in the English area these teachers have, as one of the most important factors of this investigation.

Es así (sic) que el desconocimiento del idioma inglés se presentó como la mayor dificultad para enseñarlo, ya que se ha convertido para las maestras como un campo de batalla, con el cual han tenido que lidiar en su quehacer como maestras y que, a pesar de las dificultades, han sabido sobrellevar esta labor ... (Martínez Murcia, 2019, p.39-40)

Starting with qualitative research, this project is based on the ethnographic method to investigate in depth what these teachers have experienced throughout their teaching processes using the interviews and surveys as instruments. Likewise, this article was relevant for our investigation since it focuses mainly on

recounting the experiences of teachers during the English language teaching process, in elementary schools.

## Conceptual Framework

### Experience

The experience, a wide, but inspirational concept defined by Rodríguez as: “La experiencia es el camino por el que la conciencia se reconoce en lo extraño y lo ajeno para asumirlos dentro de sí”. (2002, p.3) This concept is fundamental not only for the nature of this research but for the impact it has on human life in every context it is exposed to.

To some extent, we are the result of our experiences, how we have perceived them, how we have chosen to assume them, and how we have owned them; it has built-in our psyche a process of discovery of ourselves within each step we take.

Personal experiences are the builders of this research, which will allow us to know and understand the different situations and the diverse perspectives the teachers have around their processes in teaching English as a foreign language in the public elementary school Ana Josefa Morales Duque Headquarters: El Libertador, and how they have assumed their role in the task.

Rodríguez states. “El saber que la experiencia transmite no es un ‘saberse ya algo’, sino un descubrir cada vez facetas nuevas en un proceso que nunca es ni puede considerarse definitivo”.(2002, p.3) In other words, Rodríguez highlights that experience is a lifelong discovery process attached to several variables that may change situations, people/teachers by transforming their realities as individuals or as members of a community, in this specific situation, in both, as educators in their individual experiences, and also as members of teaching personnel led by a school curriculum, besides governmental policies which require them, if not pushes them to reinvent themselves according to the needs of their different contexts.

Additionally, it has to be considered, the experience related to pedagogical practices, since it is through them that educators enrich their learning and teaching processes. The above will allow them to explore and find varied ways or tools to share knowledge according to the student's and context's needs. To support the latter, Sikki, et al. (2013), emphasize that to offer the most convenient learning materials for students, the educator's skills in the English area have to be competent. For this reason, teachers must know how to apply the different methodologies and tools to contribute to the student's learning processes.

Therefore, English pedagogical experiences are an essential factor that can provide teachers with new skills obtained from class interchanges with their students and peers, these will facilitate them to navigate situations assertively during their teaching exposures. At the same time, these will also help in building up a process of self-assessment and feedback, to give the students a meaningful and high-quality education.

### **Self-image/linguistic ego**

Bailey remarks: "Self-image has been defined as the "total subjective perception of oneself, including an image of one's body and impressions of one's personality, capabilities, and so on" (2003, p.383). This concept is relevant in this research because it is directly attached to how educators feel about teaching a subject in general. It is to say, their confidence in their capabilities can affect the way they perceive their competence whether outstanding or insufficient.

Having said that, the self-image, or the self-consciousness that educators have of themselves in their academic competencies, compromises their teaching performance and how they are perceived by the learners.

Las educadoras construyen una autoimagen o ego lingüístico (Brown, 2004) dependiendo de la percepción que tienen de su propia competencia comunicativa en inglés. Brown (as quoted in Maturana, 2011). It is key for educators to know about the subject they were designated for; they should count on

their academic skills to teach a subject or specific topic. This will allow them to have a significant impact on their students which will contribute to how they perceive themselves and the student's optimal development and academic growth. Otherwise, the environment may present failures involving a lack of confidence and consequently a lack of commitment, directly affecting the proper evolution of both sides.

## **Teaching**

Edmund Amidon (as quoted in Rajagopalan, 2019) defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”.

It is to say, the teacher aims to illustrate or transmit knowledge to the student who in this case is willing to learn. Likewise, during this process, interaction is generated while the teacher and the students give their best themselves so that both can reach their goals. In other words, this process has to go beyond just providing and receiving information to make it work, it is a matter of commitment and total giving in both directions.

Teaching is both arts and science. Teaching is an art as it calls for the exercise of talent and creativity. Teaching as science involves a repertoire of techniques, procedures, and skills that can be systematically studied, described and improved. A good teacher is one who adds creativity and inspiration to the basic repertoire. (Rajagopalan, 2019, p.6).

The teaching concept is relevant to the research because it is the process whereby teachers can share their knowledge with the learners, even though teachers do not have much experience or competence in certain areas, in this case, the English area. Moreover, this concept refers to an interaction between educators and students in which the construction of knowledge works in both directions and even more when it comes to teaching English as a second language. Furthermore, for English teaching as a second language is necessary to have well-trained educators who have advanced communicative skills in

the area, since it is relevant for the ideal preparation of students. Piñeiro Milagro and Navarro Dunnia state that:

... Se puede afirmar que una buena formación docente facilita al educador el desarrollo de la lección. Los aspectos que involucran este proceso, a su vez, posibilitan en el (sic) estudiante tener un buen dominio del idioma y de esta manera, desarrollar las destrezas necesarias para utilizar el inglés de manera correcta. (2014, p. 166)

As mentioned above, having English educators with good training in the matter is essential for the students to develop interest and the proper skills to manage the language through the different strategies the teacher applies during the classes, the previous will allow the students to advance successfully in their learning processes.

### **English Proficiency**

According to the Cambridge dictionary proficiency is the fact of having the skill and experience for doing something. The English language is divided into four skills (reading, writing, listening, and speaking). Therefore, Goldenberg (2018) states that: “Proficiency in English is usually defined by a combination of skills: reading, writing, listening and speaking”. (Quora)

If a person is able to use the English language in real-world situations and spontaneous interactions, (in a conversation can listen and replay properly, is able to understand and write academic texts, equally, read magazines, newspapers; emails, reply phone messages, etc.) that means he/she benefits from a high English proficiency. Different English proficiency tests measure the individual level in the target language, such as the Test of English as a Foreign Language (TOEFL) and the English Proficiency Test (IELTS). These proficiency exams can determine the language level, but exclude other aspects that make a person able to teach English as a second language, Cardenas & Chaves mention that: “Language teacher quality is nowadays equated to how well the teacher speaks the target language, leaving aside



elements such as pedagogical and methodological preparation, experience, and view of language, philosophy of teaching and social commitment, among others”. (2013, p.329)

Moreover, the proficiency concept is crucial for this study since it is related to the level of English that teachers may have or not, to meet the required guidelines to be able to manage and teach English as a second language. However, a good level of English does not assure the educator has the proper requirements in order to be an English teacher, given that it is essential to know properly the different methodologies, besides having exceptional communication skills.

### **Vocation**

As is well known, educators play a meaningful role in the student learning process of a foreign language, also, in order for teachers to meet the expectations required in this field, they must have a very important characteristic which is a vocation, defined by Lissen as:

Como sabemos, el término vocación procede del vocablo latino «voco» (llamar); un concepto tradicionalmente ligado con la llamada interior que recibe una persona. Pues bien, precisamente porque nace del interior, parece entrañar seguridad, acierto y convencimiento, aunque a veces se haya interpretado peyorativamente. (2013, p.205)

Having said that, this concept is relevant for the research, since it focuses mainly on what or how educators feel towards teaching a subject, in this particular case, English, even though they may not have much knowledge or experience in the field. The previous leading to the question: how do teachers feel about what they “have” to do and not what they choose to do?

## **Professional Development**

It is understood as: “...an intentional and ongoing process of acquisition and improvement of knowledge, abilities, and attitudes, with implications in terms of identity transformations and performance improvements along the occupational trajectory”. (Mourão, L. & Fernandes, H, 2020, p.276)

Professional development, this concept is relevant given that it is related to the thought of self-improvement. It refers to the process of acquisition and the enhancement of skills, knowledge, and attitudes needed to be able to develop a finer version of ourselves in order to offer or share knowledge with other individuals or communities. Teachers' tasks include keeping up on current trends in teaching, therefore, they apply new strategies which may improve their own teaching processes, likewise enriching the student's learning processes.

## **Teaching Motivation**

Motivation is defined by La Real Academia Española (RAE, 2020) as, “Conjunto de factores internos o externos que determinan en parte las acciones de una persona” , the motivation in an individual can vary considering that there are divers or specific aspects that each person can consider relevant according to their interests. In pedagogical practice there are several factors that influence the motivation of educators; these can go from the external, related to the culture, family, educational system, and government policies to internal such as learning processes, perceptions, beliefs, and attitudes. Flores, Mejía and Muñoz, 2014 (as quoted in Espinoza, 2017) mentions that:

La motivación laboral docente se define como la satisfacción que se genera en el docente al desempeñar su labor pedagógica, que lo impulsa a seguir en su empeño, realizando determinadas acciones en los procesos de enseñanza-aprendizaje y persistir en ellas para su culminación en buenos términos.

The motivation of a teacher can be derived from different sources, which can directly encourage the educator to achieve their goals and subsequently feel satisfied with their academic development and the results acquired from their efforts during the pedagogical process.

## Contextual Framework

### Santander de Quilichao

Santander de Quilichao, founded on July 16th, 1755, by Sebastian de Belalcazar, is a municipality with an agricultural vocation, belonging to the Republic of Colombia, located in the north of the department of Cauca, specifically 97 Km north from Popayán and 45 Km south from Santiago de Cali, Valle del Cauca. It has a total of 518 km<sup>2</sup>, divided into two extensions, the urban area with 8,58 km<sup>2</sup> and the rural area with 509,42 km<sup>2</sup>. Having a population of 95,041 people (the year 2016) and a 24°C y 30°C temperature.

It borders to the North with the municipalities of Villarica and Jamnundí, to the West with the municipality of Buenos Aires, to the East with the municipalities of Caloto and Jambaló, and to the South with the municipality of Caldono. Its extensión is 597 km<sup>2</sup>, its geographical position with respect to the meridian of Bogotá is 3° 0' 38" North latitude and 2° 23' 30" West latitude, and its height above sea level is 1.071 meters. (Alcaldía Municipal de Santander de Quilichao, 2016)



## Universidad del Cauca

The University of Cauca Accredited as a Higher Education Institution, is a public academy of higher education with its main Headquarters in the city of Popayán in the department of Cauca. It was established as the University of the third district via the decree on April 24 of 1827. As a strategy to decentralize public and superior education, in 2013, The University of Cauca carried out the creation of the concept “Regionalization” which, developed the founding of the center or regionalization called Campus Carvajal, having as the main goal to offer a variety of careers such as; Law, Modern Languages, Civil engineering, among others that could assist the educative development of the region Santander de Quilichao.



### **Educational institution Ana Josefa Morales Duque Headquarters: El Libertador of Santander de Quilichao**

The school which facilitated the development of this research was the elementary public school El Libertador belonging to the Educational Institution Ana Josef Morales Duque in the municipality of Santander de Quilichao. The institution was founded on June 29th, 1979. Their academic mission was to teach boys and girls from preschool to fifth grade, through traditional education the value of the cultural diversity present at the school, together with the wisdom of their ancestors in order to shape humans ready for today's world.

It is necessary to highlight that in the school population, it was possible to find children from varied contexts, some belonging to the urban and rural areas surrounding Santander de Quilichao, others from different departments, and also there were students with foreign backgrounds.



## Participants

The sample chosen for the development of this research is a group of (6) six educators, one (1) male, and five (5) females between the ages of 49 and 66, who have been teaching English as a foreign language in the public elementary school El Libertador, in Santander de Quilichao. The group of volunteers was selected according to their socio-demographic profiles and experiences with English teaching without being professionals in the area.

Hernández Sampieri et al. (2014) state that the sample is determined at the beginning or at the end of the initial immersion in the context where the research will take place, in this opportunity the sample was selected after the initial visit to the school. The type and number of the sample were decided in line with the case study design characteristics, which mentions the homogenous sample, as well as the sample of volunteer participants, both allowed describing in-depth the experiences of a specific group of educators that have in common TEFL at a public elementary in Santander de Quilichao school. Regarding the sample size, it was suggested to have between 6 to 10 people. The number of units that researchers could collect during the invitation to participate in the study was six educators who kindly accepted to share information.

The group consists of 5 females between the ages of 57 to 66 and a male of 49 years of age who taught English as a foreign language at the educational institution Ana Josefa Morales Duque Headquarters: El Libertador. One of the females was African Colombian, as well as the male; another female belonged to the Nasa Yuwe indigenous community, and the rest had mixed racial backgrounds. Regarding marital status, two females were widows, the other two were single, while the male and one female were married; all belonged to the lower (2) and lower-middle (3) socioeconomic strata, that according to DANE, corresponded to the users with fewer resources who benefit from the government subsidies in public utility services.

Their experiences concerning TEFL at schools varied from 5 to 46 years. Each volunteer had approximately 35 to 37 students per class and the order of classrooms and participants was:

- Second-grade #1: Female educator.
- Second-grade #2: Female educator.
- Third-grade: Female educator.
- Third-grade: Female educator.
- Fifth-grade #1: Male educator.
- Fifth-grade #2: Female educator.

In terms of educational levels, all the volunteers were professionals, 4 females were specialists, and one had a magister; the man had a bachelor's degree with no further studies, and currently, none of them is studying. Concerning their training in the target language, three of the female volunteers attended an English course offered by the University of Cauca in union with The Secretary of Education while the other three volunteers worked with the knowledge they acquire during their years at the university.

The data collected with the survey (See Appendix 4) together with the answers obtained from the recordings of the semi-structured interview (See Appendix 5), were specifically used for academic purposes to protect the personal information of the participants who signed voluntarily the consent format presented by the researchers (See Appendix 3).



## Methodology

### Qualitative Research

This research was thought from the qualitative approach since the objective was to analyze elementary public-school educators' experiences to describe and evidence a possible problem or phenomenon. The goals set by the qualitative approach allowed the researchers to describe, understand and interpret the phenomena, through perceptions and meanings produced by the participants' experiences (Hernández Sampieri, et al. 2014). This method is neither subjective nor objective, it is interpretative, and it will permit to observe, explore, and analyze the phenomena in a natural environment to understand the problem, and answer the question (Álvarez-Gayou et al. 2014) without manipulating or stimulating the reality containing the phenomena (Corbetta, 2003 as quoted in Hernández Sampieri et al. 2014).

Qualitative research allows the researchers to use several narrative techniques to collect information and allow interaction and introspection with groups and communities (Hernández Sampieri, et al. 2014). In this way, it was a great contribution to the process of understanding the experiences of the group of participants proposed in this research and their educational experiences TEFL, as Bolderstone mentions:

There are many subgroups within the profession, such as educators, managers, clinicians, rural practitioners, and users of different technology and broader disciplines. Qualitative approaches are ideal to look at the perceptions and experiences of these groups as decisions are made regarding future practice priorities, budgeting, strategic planning, educational curriculum development, and many other areas. (2012, p.67-68).

To conclude, the qualitative approach offered strategies and tools that developed an in-depth analysis, a detailed description, and a broad understanding of the phenomena of educators' TEFL in the elementary public school Ana Josefa Morales Duque Headquarters: El Libertador.

## **Intrinsic Case Study**

According to Coimbra and Alcina “a case study is a research method of a social phenomenon, through the analysis of a specific context of its reality. It is an approach that allows the in-depth analysis of a phenomenon, situation or problem” (2013, p. 391). On that account, a case study was considered suitable for the development of this proposal as it permitted a systematic collection of qualitative data in a specific context regarding behavior and experiences in a natural setting.

More specifically, this research followed the guidelines provided by Stake (1999) who defined the *intrinsic* case study as the one guided by curiosity and personal and professional interest of the researchers who were in charge of delimitating the case and pointing out its relevant features. The inquiry of this research arose from the researchers' desire to analyze the case itself more than to produce a theory (Hernández Sampieri et al. 2014).

Therefore, the intrinsic case study method allowed the researchers to explore and describe the specificity of the case, to know its characteristics, challenges, and context involving the phenomena; it offered a broader view of the situation surrounding TEFL in primary public schools. The previous was achieved due to the experiences shared by the group of volunteer educators that kindly opened the doors of their school and allowed the researchers to observe, ask questions, and participate in some educational activities, giving them access to obtain valuable data through some sources of the six that Yin (2018) enlists, “(...) documentation archival records, interviews, direct observation, participant observation, and physical artifacts”.

With this in mind, the structure chosen for this research was the one proposed by Montero & León (2003) who presented a five-step plan:

1. Selection and definition of the case
2. Formulation of questions

3. Location of the data sources
4. Analysis and interpretation
5. Elaboration of the report

### ***1. Selection and definition of the case***

According to Chaves Jiménez (2012), once the appropriate case has been selected, it must be defined. The idea for the research effectively arose from the researchers' personal interest wanting to inquire about the experiences and challenges of public primary educators who teach English as a foreign language. It was essential to find a background of the phenomena that could evidence the situation to support the study along the problem statement and be able to define the case. Related to the context, which was the Educational Institution Ana Josefa Morales Duque Headquarters: El Libertador was chosen as the place to carry out the case study. The participants who allowed the collection of the data shared similar characteristics such as their workplace, their profession as elementary public school educators, and the fact that they taught English as a foreign language without being professionals in the area.

### ***2. Formulation of the questions***

A survey and a semi-structured interview were selected as instruments to collect information. The first gathered demographic data (See Appendix 3), while the last proposed semi-structured questions focused on obtaining data related to the educator's personal experiences with TEFL. In this stage, the formulation of the questions was carried out based on the research question as Chaves Jiménez (2012) proposes: "...it is convenient to develop a global question for then to break it down into varied questions in order to guide the data collection". Taking into account the research question: How do elementary public school educators experience the challenges of TEFL at the educational Institution Ana Josefa Morales Duque Headquarters: El Libertador? several questions related to the first experiences with the

foreign language, teaching contexts, and challenges emerged, they were enquired through the interview which offered the flexibility to go further and guide the interviewee (See Appendix 5).

As a final result, a total of two (2) open and (twenty-four) 24 multiple-choice questions were raised for the survey, adding (fourteen) 14 semi-structured questions for the interview. The objective was to allow the volunteers to share their personal information in their natural environment through a guided and pleasant interview viewed by Stake (1995) as “...the main road to multiple realities”. (p. 64)

### ***3. Location of the data sources***

During this third stage the target population was selected. It comprised a group of 6 (six) educators who taught English as a foreign language at the educational institution Ana Josefa Morales Duque Headquarters: El Libertador de Santander de Quilichao. The main reason this group of people was selected is related to their educational experiences with the target language and context, which were considered essential to have an approach to the phenomena. As was discussed in the second stage, the instruments used for the data collection were a survey and a semi-structured interview, additionally, the researchers developed fieldwork through participant observation where the observers became part of the situation, this allowed them to have access to information that an external observer would not (Montero & León 2003). With this in mind, the context surrounding the educators and the researchers during the observation was also a source of information, in other words, the physical structure as the general environment were a crucial complement to the initial tools to collect data.

### ***4. Analysis and interpretation***

Analyzing the evidence of the case study is considered according to Yin (2018) one of the least developed aspects of doing a case study since it is not attached to a work methodology, which represents a relative challenge (Chaves Jiménez, 2012) that researchers face when they have to decipher what to do with the collected data. The case study in the qualitative approach does not follow a specific recipe, rules, or procedures to analyze the information, it is basically the task of each researcher to find a way to construct the analysis that best suits their research Coleman & Unrau, 2005 (as quoted in Sampieri

Hernández et al.2010). All things considered, to create or build a structure for the analysis of this case study, the researchers took into account what Hernandez Sampieri et al. (2014) think of the qualitative analysis:

Es un camino con rumbo, pero no en “línea recta”, continuamente nos movemos de “aquí para allá”; vamos y regresamos entre los primeros datos recolectados y los últimos, los interpretamos y les encontramos significado, lo cual permite ampliar la base de datos conforme es necesario, hasta que construimos significados para el conjunto de los datos (p.419)

Considering that, it was a flexible process that varied according to the data and the needs of the research, the next steps were thought to give an order:

- To gather the data
- To revise and transcribe
- To organize
- To code the data
- To generate categories

This structure and the information acquired through the different tools mentioned above, helped the researchers to inquire and analyze the experiences and challenges educators faced TEFL at their workplace.

##### **5. *Elaboration and Socialization of the Report***

Once the researchers gathered, revised, transcribed, coded, and categorized the data, the next step was to conduct the final report. On one hand, it offered the readers valuable insights into the phenomena, it allowed to illustrate and understand educators’ educational experiences TEFL. On the other hand, the researcher's plan was to donate the material requested directly from the MEN, in order to contribute to the development of the teaching and learning processes of the educators by leading workshops on how they could benefit from it.

### **A revealing rendezvous with educators' reality of TEFL: Data analysis**

Aiming to acquire the information needed to carry out this research, tools such as the semi-structured interview, participant observation, and survey were applied. Regarding the participants, it was possible to work with educators belonging to the public Educational Institution Ana Josefa Morales Duque, Headquarters: El Libertador located in Santander de Quilichao where six educators agreed to participate as volunteers. It is relevant to mention that with the objective of protecting the identity of the participants, the names were changed.

After fourteen days of participant observation and interviews with the volunteers, the data collection was finished leaving as a result, pleasant conversations filled with laughs, anecdotes, uncertainty, commitment, and indignation. It was a bittersweet encounter with this educational reality, an encounter presented in the following four segments of analysis that were identified, after the transcription and codification of the interviews, as the main elements that allowed us to understand how elementary public school educators experience the challenges of TEFL at the educational Institution Ana Josefa Morales Duque Headquarters: El Libertador.

### **Assuming TEFL through the educator's years of experience**

It could be said that humans are greatly influenced by their experiences, whether at home with family, at school, during youth or in adulthood, they shape our personalities and identities by leaving a mark on our psyche. It is a constant process of discovery of ourselves with every step we take, but in the end, just as Larrosa mentions: experience is for each what they do and how they endure in a unique way, their own experience (2006 p.45-46), basically it is how we perceive those events, and how we assume them that we end up owning them, otherwise, them owning us.

In other words, experience could be defined as a set of events that design and transform the life of an individual, whether for better, worse or both as Larrosa states:

Si lo denomino "principio de transformación" es porque ese sujeto sensible, vulnerable y ex/puesto es un sujeto abierto a su propia transformación. O a la transformación de sus palabras, de sus ideas, de sus sentimientos, de sus representaciones, etcétera. De hecho, en la experiencia, el sujeto hace la experiencia de algo, pero, sobre todo, hace la experiencia de su propia transformación. De ahí que la experiencia me forma y me transforma. De ahí que el resultado de la experiencia sea la formación o la transformación del sujeto de la experiencia.

(2006, p.46)

It seems to depend on how humans acknowledge and accept the responsibilities that allow them to grow or perhaps just stand still. Contextualizing experience regarding pedagogical practices is not far from what has been described above, lives are a construction of the experiences that in one way or another influence educators' vision of the world and how they give themselves to others. The duty of an educator according to Larrosa is related to love, the love for the world, the love for the children, and how they are welcome in it. (n.d.)

For years the current educators have been exposed to people, situations, contexts, and processes that in one way or another have left a mark or have impacted their lives, which to some extent has determined who they are and how they do what they do. In order to approach the previous, it was necessary to navigate through the educator's educational experiences and perspectives to find answers.

Time is a factor that reveals valuable information, as is the case of the participant's years of experience working as educators, adding to the equation details related to TEFL and their first encounter.

Carlos, for example, the only male of the participants who has been a teacher for 20 years, in charge of fifth grade (5- 1) describes his first experience with TEFL in a few words

*Considero que fue buena, buena, buena porque pues como uno dice está recién desempacadito y pues uno trae eso. Ya ya ya luego es que como que se vuelve muy monótono, porque no se avanzó con otras cosas. Entonces la primera fue buena.*

With the above, it can be inferred that he was much more confident at the beginning of his career as an educator, given that he had just graduated from the university, and the knowledge was still fresh, which is something he has in common with Alma who has been teaching for about forty-three to forty-four years, in charge of third grade (3-1).

*Si, como cuando llegué aquí, porque en el campo yo, yo estuve en una escuela primero era ¿escuela nueva? ehh... allá no había la materia y cuando llegué aquí muy muy suavemente, o sea uno tenía todavía los conocimientos más frescos, los números, los días los meses, lo más como elemental, ¿no? en ese tiempo... Sí, lo normal, porque pues todavía me acordaba mucho (laughs) lo había visto en el colegio en la normal.*

Unfortunately, over the years their self-image or linguistic ego -which focuses mainly on how they feel towards their communication skills in the target language (Brown, 2004) dropped significantly, claiming that the teaching process became monotonous for Carlos while for Alma self-doubt appeared in the scenario.

One explanation for the lack of progress Carlos mentioned above, and Alma's insecurity - in that order-, lies in a weak English proficiency

*...porque mi gran problema es la pronunciación, especialmente, entonces ahí estoy (...) lo que a veces he vacilado a veces es la pronunciación, porque yo tengo dos hijos, por lo menos que ellos manejan mucho inglés, ellos a veces se ríen (risas) yo les digo no, enséñeme la pronunciación porque yo ya me olvidé...*

Another case to add is Juana's, who was in charge of fifth grade (5-2), she has been in education for thirty-four years, and eighteen TEFL, she states that

*Pues en algunas cosas me sentí mal, bueno, en otras cosas me sentí bien. Porque hubo cosas que, palabras que se escribían de una forma y tenía que pronunciarlas de otra y me di cuenta que había cometido errores. - Digo ¡ay Dios mío! ahora qué hago?*



To finish with the pronunciation problem, there is a participant who has thirty-four years as a high school educator, but only five years TEFL, the one that in comparison with the others has the least experience in the target language, Lucía who was in charge of third grade (3-2) said that “*Y si me hablás de pronunciación si jum (lost expression)*”, hers was one of the shortest comments, and yet rich in meaning since it summarizes how educators feel about the reality of TEFL and, what is the real state of elementary public education linked to bilingualism.

Whereas, the level of English that elementary school educators are expected to have following the PNB is at least B1 concerning the MCER (Ministerio de Educación Nacional 2016) stating that it is necessary to be fluent in order to communicate effortlessly (British Council [British Council]). This might be the reason why neither Carlos Alma, Juana nor Lucía can move forward with the proper development of the learning and teaching processes proposed by the PNB.

Sadly, these cases are not exclusively related to pronunciation failures, Lucía makes this evident when she reveals details about her first experience.

*Pues aquí con los niños, porque como nos toca dar todas las áreas, entonces manualito y hágale hacer como que puede hacer, no, es la verdad . Sí, no porque no es...Sí, no es mi fuerte aunque uno trata ¿no? uno (intelligible) busca la manera ¡ajá!*

Just as María and Juana mention “*Me he preparado como para dar la clase y no venir a hacer como el oso ¿no?*”, “*Investigué, cómo se tenía que pronunciar porque hay palabras que se escriben de una forma y para hablarlas este otra forma. Yo digo que el inglés, el inglés es bastante complicado*”. These events offer an idea of the realities educators faced when they were exposed to their first experience TEFL, even though they were not professionally trained to acquire the necessary knowledge and tools to instruct the subject properly. On one hand, it can be understood from their own words that each demonstrated an intrinsic interest that motivated them to assume the responsibility, which could appeal to the satisfaction they feel towards the teaching role they perform, and that encourages them to develop learning-teaching processes to reach the best of terms. (Espinoza, 2017).

On the other hand, it can be perceived that there is a responsibility and perhaps a compromise placed on educators by the MEN policies, the school curriculum, and the administration that according to Herzberg (1966, as quoted in Alshmemri et al., 2017) are part of the hygiene or extrinsic factors that are present at the work context these affect the educator's working conditions, well-being and their right to fair treatment based on their academic backgrounds. Leaving them no option but to tolerate the circumstances, which finally results in “adjusting” to the needs of the context pushing them to search for ways and instruments to cope with the barriers concerning TEFL the best they can, as María argues:

*...pero sí, uno quisiera como tener ese dominio sobre la lengua como tal ¿no? para poder tener más, más como le digo yo más...Más libertad, más confianza para...Para, para hacer otras tipo de actividades, ¿sí?” como tener más capacidad en, en planear otro tipo de actividades que sean más agradables...*

Unfortunately, the circumstances discussed above do nothing but to condition the educators to teach what they can with the knowledge and instruments they can reach as Ana and Alma explained “Pero como siempre, yo te lo dije, que... ¿qué es? que yo me he limitado a lo básico”, “ (...) yo me sentía muy segura porque yo recurría a mi diccionario de inglés, a los libros de, de bachillerato cuando estaba en, prim... en bachillerato sexto yo tenía unos libros y a mí me sirvieron mucho”.

Finally, the aforementioned factors such as time, Self-image/linguistic ego, English proficiency, and intrinsic interest, were just a part of the foundation to build this first category related to the elementary educator's experiences in TEFL. Moreover, during the analysis of the educators' statements and based on what they have revealed it was easy to perceive a sense of frustration, discomfort, and a hint of disappointment in the environment as they were telling their stories. It was hard not to feel involved or empathize with their situation, however, not everything was charged with negativity, there was still hope in their narrative accompanied by their inherent commitment to their educational duty, which was exercised with devotion by respecting it and giving themselves to it. (Larrosa, n.d.).

The conditions were conflicting, it was evident that despite the years of experience and the educator's efforts to get through their reality, they were overshadowed by the lack of knowledge that significantly affected their performance leading to prolonged nonachievement of the goals in the target language.

### **Difficulties surrounding TEFL**

Human life is a path full of both external and internal events that become crucial for our psychological, emotional, spiritual, and social development in order to evolve and become part of the society we were born into. During the process, we are exposed to millions if not infinite encounters with everything that surrounds us; it is an exercise of constant discovery not only of ourselves but of the otherness and the vastness of the universe where the capacity of amazement can vary with time, it can go from an immeasurable beauty to a silent despair. Eventually, doubts and questions regarding the purpose of life will arise accompanied by conversations about our place in the world and what we could do to contribute positively to our contexts or realities. During that process, more questions will emerge realizing in the end, that the way the world runs is ruthless and riddled with difficulties where most are not within our control.

When speaking of difficulties the spectrum is wide, there is an infinite range of challenges that can be present in our lives, from small as forgetting the umbrella at home on a rainy day, to an imminent worldwide recession. According to the Cambridge dictionary, the term difficulty is defined as: "the fact of not being easy to do or understand ". Actually, that definition may apply to several aspects of life, for instance, it is not easy to understand the struggles impoverish families go through to access health and high-quality education compared to the opportunities children belonging to wealthy families have. Certainly, there is a significant gap that exists between them, a gap that would not exist if equal opportunities and social justice were pillars in our society, which according to UNICEF is essential, in order to ensure that each person can reach their full potential and live in a peaceful society (The United Nations Children's Fund [UNICEF], n.d.); a task not easy to accomplish.

In light of the above, there are difficulties that are far from being under our control as is the situation linked to public education, its policies, and the resources for its improvement which depend entirely on the decisions made by The National Government and the MEN. Between the policies lies the

PNB that applies to every private and public school in the country where the English subject must be included in the curriculum. Educators at El Libertador elementary school are obliged to teach the target language to their students despite the complexities this implies, given that they have not received the proper professional training in the area. María explains “(...) *y es eso que uno no ha sido preparado para para el inglés, por ejemplo, hay cosas que le toca darlas como el inglés, y que toca prepararse y buscar como sea. Si no hay material busque como sea, pero tiene que darlo...*)” Carlos also argues that:

*...con el área de inglés quedo corto y... es decir, no siento temor pararme al frente, pero si los temas que se deberían dar en el grado considero que no los doy, ¿sí? porque no llevo como una guía y ese acompañamiento, y esa capacitación mía no la... no me considero una fuerte en inglés...*

It is evident that training could enhance the pedagogical processes and the professional development of educators by acquiring and improving knowledge, skills, and attitudes that would have an impact on their performance (Mourão, L. & Fernandes, H, 2020). Sadly this is not the case, even though the resources to be destined for the improvement of the situation were more focused on equipping the classrooms with tech tools, Lucía gives a different version of the happenings:

*Entonces que ¡ah! que tenemos eso es carreta, eso es mentira uno... nosotros tenemos que buscar los medios de cómo vas a dar tu clase, audiovisuales lo que vos querás con tu televisor. Aquí nos habían dicho que a cada salón le iban a poner un televisor para que con el televisor nos defendiéramos y pudiéramos trabajar...*

*Hace 5 años atrás y ese presupuesto nunca llegó nunca, ahora está medio colocando el PVcielo de los salones porque no hay más... (unintelligible) usted tiene que traer sus (unintelligible), su grabadora la gente trae su grabadora con lo que van a trabajar.*

Lucía had a unique personality, her facial expressions were intimidating among the children, there were moments when she did not have to articulate not even a word, the look on her face said it all. During the interview she did not hesitate to speak her mind, she neither used complex words in her narrative nor

lowered her tone when she complained about the issues at school. Lucía was honest and direct, something she had in common with Juana and Alma who argued:

*La escuela no ha tenido recursos en inglés, sería yo muy mentirosa que les dijera, es que ni una cartelera, nada. Yo cuando necesito algo, yo hago la cartelera y se las presento a los estudiantes. Ni siquiera nos colaboran ni con el papel o marcadores, todo sale a costilla de nosotros. Los recursos, porque no hay sino lengua (laughs) (unintelligible). Lengua y lo que uno pueda darle y imaginarse y crear. Aquí con las compañeras, con Juana a veces, Juana prestame ¿ve que libro tenés? a Ana (unintelligible) se pronuncia eso me dice, yo ni sé (laughs) pero vamos a buscar. Si, y con el celular*

Reading between the lines, their words reveal that in spite of the shortcomings, struggles, and chaos educators faced on a daily basis, they have decided to stand tall in the face of adversity. An educator cannot abdicate their responsibility because their work conditions seemed bad or even impossible. The duty of educators is to work the best they can with whatever they have (Larrosa, 2018). María, Carlos, Ana, Alma, Juana, and Lucía took the previous statement pretty seriously going beyond their job responsibilities as evidenced all along this chapter.

The overview of TEFL is not highly encouraging, there are important difficulties that in one way or another play down the relevance of the subject in contrast with the other fundamental areas as María mentions:

*Pues pienso que que... el manejar otro idioma le abre a uno un mundo nuevo ¿no?, y que eso pienso que está en cada persona, de uno querer hacer las cosas, sino que los maestros nos encaminamos por... por ejemplo, los docentes tenemos que capacitarnos día tras día, pero no lo vemos casi en el inglés, no nos vamos por ese... este del inglés de pronto porque ehh, nos toca es como en las áreas de pedagogía de las fundamentales ¿sí?, entonces el inglés como que no no lo, no lo tomamos como un área de capacitación como tal (...)*

Furthermore, the context turns even more complex when the time element does not offer a significant contribution to the English area. Conforming to the English-suggested curriculum proposed by the MEN:

The students from transition to fifth grade should accumulate a minimum of 36 hours in the target language, to a suggested 72 hours each year, the previous to accomplish by the end of fifth grade, the level beginner A1.1. This will allow the students, to achieve linguistic, pragmatic and sociolinguistic communicative foundations, together with readiness processes in the four skills of the language, with the aim that students be prepared to initiate the sixth to eleventh-grade curriculum. (Ministerio de Educación Nacional, 2016 p.31)

Basically, the MEN claims that teaching the target language in Spanish, which is the mother tongue, one hour per week (Orientaciones para la Implementación de Proyectos de Fortalecimiento del Inglés en Entidades Territoriales [MEN2014], as quoted in MEN 2016), while admitting:

There are deficiencies in knowledge, methodologies, and resources that could lay the groundwork for reaching the ideal conditions to fulfill the proposed communication levels in English, if situations such as the appointment of graduates in languages in elementary schools, the reduction in the number of students per course, the distribution of material and pedagogical resources could occur.

The framework comprising TEFL is based on the imaginary of what it could be if... Carlos and María -in that order- had strong opinions about this:

*Entonces una experiencia que tenemos como el inglés, se ve únicamente en la hora de clase, prácticamente... Una hora en la semana y en la casa ya no más, en la calle ya no más, ni en descanso, nada más, entonces el inglés es una vaina de que se aprendió en el momento y se olvidó en el momento y me atrevo a decir, sí.*

*Y que solamente es una hora, porque el inglés es muy limitado ¿no? dan una sola hora en la semana. sí, una sola hora. Es muy complicado por eso, eso hay que estarles como reforzando en*

*la otra clase que por ejemplo, yo no salí, no he salido de los colores y ahora pues pienso seguir con los números, aunque pues no sé si alcanzamos...*

Given the complexities of TEFL, the educators tried with the school coordinator to request the appointment of an English teacher for the school, Ana stated:

*Siempre hemos dicho, debería haber una profesora o profesor (nodd) específicamente para inglés, sí, no lo hemos podido conseguir en lo oficial, no...*

*Es difícil es difícil. Tratamos de que un profesor nos lo nombraran específicamente para el área, no se pudo conseguir, pero tratamos de dar lo máximo, lo que podemos de lo que más podamos.*

In addition and bearing in mind that working as an educator in a public elementary school is evidently challenging in several forms, their problems are not restricted only to the lack of training while teaching, the lack of resources, the reduced amount of time, policies and others, there are as well pretty sensitive situations they have to go through as Lucía adds :

*Nooo, vos sabés que lo público... ustedes mismas que han estado acá se han dado cuenta que ni siquiera para un aseo pues, ni siquiera son... ni siquiera con el... con lo del refrigerio, ni siq...miren que lo que yo les decía ayer, hay niños que vienen porque no más tienen una sola comida al día y es la que se les da aquí, ¿entonces si no lo tienen a qué vienen?...*

After the Covid-19 pandemic, the rule was to make the children have breakfast inside the classroom ten minutes before the bell for recess rang, or if they brought money they would ask to go and buy food. On one occasion before the bell rang, one of the third-grade students did not have a lunch bag nor asked to go to the school shop to buy something to eat, it was odd, and for that reason, the researcher went to teacher Lucía and asked her why the student did not go out to the recess to what Lucía replied something similar to this “*mínimo no le empacaron nada para comer*”. Then, she proceed to call the student while opening her purse - “*tenga, yo le he dicho ya a su mamá que le mande lonchera, pero ni así*”- the student with a shy smile received the cookies and left the classroom to play with her friends. The



educator said quietly: “*ah! pero para subir estados en el WhatsApp tomando trago ahí si*”. That was not the first Lucías’ purse was the children's communal lunch bag.

The previous case, might reveal alleged negligent parenthood or as in Ana’s instance grieving, which is the case of twins mourning the loss of their mother to Covid-19:

*... ellos tienen un drama muy duro, perdieron a la mamá y alguna vez sin preguntar uno de los gemelitos me preguntó: -¿profe y qué hacemos nosotros cuando nos morimos?- Pues nos vamos al cielo corazón -ehhh y que ¿y a tí se te ha muerto alg...alguien?- claro, o sea primeramente mi esposo hace 23 años, mi mamá, mi papá, mi hermanita mayor, mi hermanito. Yo he tenido varias... en estos momentos, hace poquito en estos 8 meses perdí a mi suegra por ese de... por ese bicho.*

Adding to their scenario the fact that there are students with different needs: “*Entonces me preocupa los niños porque, los niños transcriben y no leen...*”, to what Ana said:

*Los niños chiquitos necesitan mucha ayuda porque uno trata... imagínese acá yo tengo 35 estudiantes. No no... la diferencia también en cuanto a lo privado es que en lo oficial si a usted le meten 40 estudiantes, tenga 40 estudiantes...45 ¿si? en cambio en lo privado no puede pasar de 15 porque es semi-personalizado, ¿cómo podemos nosotros en primaria decir semipersonalizado? Y con 40 estudiantes ¡imposible!*

In summary, the challenges experienced by El Libertador educators that were exposed previously are perhaps the same confronted by other educators in other public elementary educational institutions. The lack of English training, economic and pedagogical resources failing to reach, the non-relevance of the area in comparison to the others, the derisory amount of hours per week versus the expectations proposed by the MEN, the if imaginary, the non-appointment of professionals in languages; student’s personal struggles, students with particular educational and psychological needs and overcrowded classrooms.

At the beginning of this chapter, life was described as an exercise of constant discovery and how encounters with certain events could influence the capacity of amazement that could fluctuate between great beauty and hopelessness. Now, after reading this section questions arise not only related to TEFL, but about what education means in general, inquiries that could have answers only over time. On one hand, it is clear that a change needs to take place in order to try to fix and hopefully redirect the concept that governmental institutions and society have toward public education. On the other hand, it is essential to enrich educators' pedagogical practices related to the English area, intending to contribute to the improvement of teaching and learning processes. However, there is something educators have done that has already enriched their processes, and it is the role they performed in their community as empathetic humans that genuinely care and take their job seriously, this is exactly what this group of people has done. They went further their duty by acknowledging and confronting their reality with the struggles and difficulties the best they could "...even if the conditions seemed bad or impossible". (Larrosa, 2018 p.132).

### **Motivation within educational work**

It is common to build a life plan that allows us as members of a community to have a clear view of what we want, desire, and expect. That plan is generally constituted by positive impulses, desires, and thoughts that with time and life experiences could mutate into something different that could hold us from implementing such a plan. Taking the previous into account, motivation may refer to the ability of people to focus their attention and effort on achieving a specific goal. Herrera et al. state, "la motivación representa qué es lo que originariamente determina que una persona inicie una acción (activación), se desplace hacia un objetivo (dirección) y persista en sus tentativas alcanzarlo (mantenimiento)". (2004, p.2) In other words, motivation is the act of finding what encourages people to pursue the fulfillment of their purposes.

There are two types of motivation, intrinsic and extrinsic. These are basically internal and external factors that exist within the individual or put differently, the reasons that motivate them in order to perform certain activities or work. While the first one is related to the development of a task either related to learning something new, improving personally, or professionally, following a vocation or simply finding an action enjoyable, the second one focuses on obtaining a result outside of the “wanting to do” it is more linked with the responsibility of accomplishing something. Now, from the educational perspective, each individual is inherent to an impulse that leads them to perform certain activities, that internal drive is defined as intrinsic motivation as it was mentioned above; it is basically the primal pleasure that pushes people to reach an objective regardless of whether or not there is a reward. Just as Coon and Mitterer say when defining intrinsic motivation as an act carried out for simple enjoyment, an opportunity for learning, exploring, and reinforcing potentials (n.d., p.339).

Therefore, motivation plays a fundamental role in the art of teaching since it influences or adds the relevance and interest an educator deposits in preparing and delivering a class. Inquiring why El Libertadores educators taught English, was a question that allowed the researchers to determine if there was a source of intrinsic motivation; two educators had comments about it starting with Juana who revealed, “*Bueno yo enseño inglés primero que todo porque me gusta, me fascina el inglés...*” It was clear she had a deep interest in the language which probably facilitated her TEFL. Similarly with Alma who mentioned:

*Porque me gusta, o sea me gusta que pues, es decir, la, la enseñanza tiene que ser una enseñanza integral ¿cierto?. Si es un área... un área del pensum académico debe figurar, debe estar allí porque los niños deben... necesitan también saber inglés.*

Both educators were aware of the relevance TEFL has for the students to evolve education-wise, and also evidenced personal interest by showing a positive stimulus in the action of teaching in the target language which reinforces the theory of the intrinsic factor by developing tasks for personal enjoyment.

Yet, extrinsic motivation refers to those external circumstances present in the work environment. Ryan & Deci define the concept as “extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome” (2000, p.60). Now, positive or negative stimuli are attached to the workplace context, depending on the salary, obligations, rewards, and difficulties, most of them not under the educator’s control. To understand this, it is necessary to take into account the information presented in the previous segment, which offers a broader view of the reality within their work as educators.

The role of students is crucial to inspire and motivate their educators during their encounters at school, for that reason questions about how educators perceive their students behaviors in the English classes were asked, having as an answer from Maria “*Sí, ellos muestran más agrado por la clase de inglés*” and Carlos “*A ellos les gusta, les encanta inglés, ellos se sienten bien, ellos quisieran que todas las horas fueran de inglés...*” These comments showed that students do enjoy the English class and that they are interested in learning. Students attitudes towards the classes are a representation of an external motivator factor for educators, who despite the negative circumstances discussed at the beginning, still involved in the duty inspiring and motivating their students through their classes.

Besides Maria and Carlos, there were other volunteers who also had comments to add, Juana, for example, expressed “*Yo los veo con muchas ganas de aprender inglés, les gusta el inglés, a la mayoría... a todos los estudiantes de aquí les gusta el inglés, no hay ninguno que no le guste, les fascina*” and Alma also shares:

*Muy interesados... Si, algunos...o sea, dependiendo del... porque uno siempre es como más despierto para unas áreas, tiene más inclinación para unas áreas que para las otras, hay unos que por ejemplo pal inglés rico. ¡Ay sí! que no sé que, no sé cuánto. Cuando uno llega y lo saluda, good morning ta-ta-ta ellos allí se les ve, pero hay otros que jummm (laughs) no se levanta el ánimo para nada.*

In addition to the above, it was perceived that although some students did not seem very interested in the English class in contrast with the others, they ones showing a positive attitude had the power to raise their educator's motivation and offered reciprocity by inspiring them to present their class with encouragement.

Whereas the stimuli generated by the student's interest to learn the target language is positive for educators, it should be highlighted also that some of the answers for the reason teachers teach English coincided with the fact that they feel to some extent emotionally responsible for the children's wellbeing, but also for the school educational development. Since the English area is mandatory in the academic curriculum, they are obliged to carry it out as Maria argued:

*Pues aquí, porque toca (laughs) aquí porque toca, porque está dentro del área y tú debes cumplir y...claro y alguien tiene que responder y... uno tiene que buscar la mejor forma de preparar la clase, para hacerse entender sí, aquí toca.*

To what Carlos also joins :

*Porque está en el plan de... porque es la orden que tengo que da todas las áreas...No, los niños por eso no puedo pasar la hora de inglés porque...Ellos la esperan es decir ellos se sienten muy bien, pues yo también me siento con una responsabilidad de...formarlos.*

It becomes evident that some educators feel a sort of attachment in terms of TEFL, however, they were seeing it also as an obligation. Sadly, they are not the only ones, Lucia also expressed the same feeling:

*Porque está dentro del currículo y es algo que se exige y hay que darlo, aquí te dan una cantidad de materias que tienes que dar, un currículo que tienes que dar, una programación que tienes que dar y hay que cumplirla porque hay que llenar... o sea hay que cumplir con eso.*

In conclusion, as it has been mentioned in the development of this segment, and taking into account the perspectives of the participants, it is noticeable that motivation plays an essential role in the development of their work. It was revealed that both, internal and external factors motivated them and pushed them (in that order) to continue with their labor. Thus, two aspects can be highlighted, on one hand, there was a group of educators whose interest in TEFL was considered intrinsic, they enjoyed the task. On the other hand, the rest of the group did not show such high interest in the second language, however, they did their best to meet the requirements. This only demonstrates that in the end, educators are giving their better version of themselves trying to achieve the expectations related to TEFL regardless of their likes and preferences, which to some extent enabled them to make a significant effort performing their classes despite the reality of their context.

### **Educator's English skills contrasted to English teaching ideal**

Expectations are placed on people from a very young age. Themes like their ideal personalities, physics, and preferences related to their potential professions or sports in which they could enroll are discussed. Although this does not necessarily imply that the life of this individual has to be ruled or designed around these expectations, there is a possibility that those have had a direct or indirect charge that might influence the way decisions will be made. Simultaneously, society has carefully fabricated sets of norms, expectations, and standards for humans to follow in order to guarantee the ideal coexistence in their environment. In other words, life is filled with a significant variety of training processes where people are molded accordingly to time and needs, eventually becoming a “successful”, “adequate”, or “unsuccessful” member of the community.

Without underestimating the value and impact of the education received at home, elementary school is close to being the first encounter individuals have with formal education, which is to a significant extent responsible for influencing or shaping young people’s lives through teaching. Therefore it is vital to count on a student-based educational system aimed at the improvement and creation of strategies that enrich pedagogical processes that allow educators and students to evolve not only academically, but humane-wise.

The responsibility educators have towards education lies in having the ability to transmit knowledge to such a degree that the receptor can comprehend, interiorize and finally learn. For that, educators must possess the proper training to be able to accomplish the task, otherwise, the teaching process could be at risk. An example of that risk is the case of the current situation surrounding TEFL in the Public elementary school El Libertador, where three of the six educators who participated in the research have received some training that as Alma declares “*Solo recuerdos quedan, (laughs) pues ya... ya la verdad yo tendría que volver a coger ese libro*”. Ana, Juana, and María were the ones who participated in an English course offered by the University of Cauca in partnership with the Santander de Quilichao Secretary of Education. Juana explained that “*...el objetivo era formar profesores en inglés,*

*docentes en inglés...*” which evidences that there was an opportunity that the three of them decided to take in order to enhance their bilingual teaching skills, revealing that there was an implicit interest in learning. Whereas the circumstances were different for Ana who manifested on several occasions her apathy to learning or receiving any formation in the target language, in that same vein Lucía had similar thoughts when she stated “...*esos cursitos que cuando del sindicato que dan, pero esos son cursos (dissatisfaction expression)*”.

Yet, María’s point of view was different “... *fueron muy productivos como le digo, le dieron a uno herramientas pues, para enfrentarse...para dictar las clases. Eran muy lúdicos como digo, había unos profesores que enseñaban de una forma distinta, ¿no?*”. There is no secret that knowledge is built by means of experiences, mainly through senses, since they send the message to the brain for this to be received and interpreted in order to discover and construct an image of the world. (Durán, 2003). Hence, to have a positive experience while learning something new leads the individual, whether be educator or student, to modify or create a favorable perception of the topic or activity, encouraging them to learn and share the knowledge with other as was confirmed by Juana:

*¡Ay! A ver... nos enseñaron mucho vocabulario, nos enseñaron a hacer descripciones, si, más adelante las voy a practicar con mis estudiantes, porque yo tengo, yo guardo las guías. Sí, más adelante lo voy practicar con mis estudiantes para que ellos aprendan a describir, pues me va tocar, es un proceso larguito, ¿no?*

Alma also comments that “*Sí, en ese tiempo uno uff, uno medio volaba ¿no? (laughs) Aunque a veces se metía sus...sus estrelladas, pero no, eso le sirvió mucho a... a mí me sirvió...*” The previous reinforces the argument that having access to the appropriate training in the target language along with quality pedagogical skills would enhance the students learning processes, however, the progress suffered changes that obliged the educators to stop, just as Juana argued:



*...entonces quedó inconcluso porque se acabó el presupuesto, ya no le pagaban a la universidad, bueno ustedes se imaginan todo el... Si, entonces no continuaron con el inglés y como el inglés, la secretaria de educación le pagaba a la universidad del cauca entonces ya no hubo recursos.*

Contextualizing the quote mentioned above about the definition of training, which is portrayed as the process of acquiring skills to develop a job or activity, is essential to progress in TEFL, but apparently the public institutions in charge to provide the educators with the means do not take it serious enough as Carlos points out:

*Como yo les decía, el objetivo aquí principal pues sabemos que el inglés, aquí es un área súper importante, pero no se le está dando la importancia. Ya otras áreas nosotros las podemos como maestros, podemos llevarlas, y es nuestro fuerte, pero ya esas áreas yo creo que no hacemos lo que nos toca hacer en el debido momento.*

As a result, educators have insisted in that the ideal in TEFL had to be directly connected with a professional in the area, in fact they have discussed it with the Ana Josefa Moraes Duque Educational Institution principal as Carlos declared “*Pues, nosotros hemos planteado al rector y a todos que esas áreas requieren a una persona exclusivamente para ello*”, is a thought all the participants shared. Even though, Juana added to the equation material and facilities “*Ah, pues yo pienso que el ideal del inglés de como clase debiese de ser una, un maestro, pues que maneje muy bien el área, con todos los materiales didácticos, debiera ser en una sala para inglés...*” the main concern is to count on Languages professionals that have the experience and training as Ana stated “*Vuelvo e insisto en eso, que sea un profesor especializado en el área ¿por qué? porque mmm... saben, los que saben inglés saben la pronunciación ehh... inclusive la manera como... como vocalizan*” which was the weakness that all educators said had in common. Juana’s opinion was not different:

*Yo digo que el ideal sería, de que de verdad los estudiantes aprendan inglés, es muy importante que lo aprendan, que aprendan una nueva lengua, que no se queden con la lengua castellana, ese*

*sería lo ideal y lo ideal para mi sería también que en la primaria hubiera un docente especializado en inglés, ese sería el ideal.*

Lucía who was characterized for having brutally honest opinions and a carefree narrative said:

*Lo que hacen en los colegios donde cada profesor es especialista en su materia, entonces se dedica a eso, en los colegios generalmente es el inglés y llega un profesor de inglés que es el de idiomas, entonces le dan su franc... su inglés o en fin lo que tenga la modalidad. Lo que no pasa con las escuelas, en las escuelas usted tiene que dar todo (unintelligible) matemáticas y si no sabe invénteselo (laughs) y lo que rabia da es con tanta gente que está haciendo cola para que le den un trabajo hermano en eso, y que el gobierno tiene la posibilidad de hacerlo, porque para eso se preparan ustedes ¿no?*

To conclude, although educators have recognized that they have significant weaknesses in TEFL that evidently affect the progress of bilingualism in the elementary public school El Libertador, they have fully committed as well to the task. It is their duty and for this reason, they have done everything they could to comply. Then questions arise, if the government and the MEN have created and set specific bilingualism standards, which have been discussed all along this text, what happens with the economical and human resources to work for the improvement and accomplishment of the PNB objectives in elementary public schools? It is necessary to remember that education provides individuals with training that allows them to develop essential human and academic skills for the future.

## Conclusions

The research question, *How do elementary public school educators experience the challenges of TEFL at the educational Institution Ana Josefa Morales Duque Headquarters: El Libertador?* was the primal inspiration source that prompted to carry out this work, aiming to have a wider panorama of the situation of the Colombian public schools from a singular case. This has been a long and revealing journey in which the researchers were immersed into the context in order to be able to talk about the real experiences of elementary public school educators' TEFL. It was an enriching process that allowed the researchers to deep into the challenges surrounding the phenomena, as well as the feelings and motivations behind the duty of being an educator. To sum up, a detailed description has been made where the volunteers, who were the pillars of this work, were able to tell their stories through their own words, to finally expose the circumstances they underwent as elementary public school educators teaching English as a foreign language.

The first finding was focused on the educator's experiences teaching English as a foreign language and how they assumed this responsibility through time. The volunteers mentioned that, with time, their skills in that target language changed in contrast with their first experiences teaching the language, issues such as the lack of training, and weak pronunciation have negatively affected their progress and teaching processes. The responsibility with the MEN policies, the school curriculum, the bureaucratic aspects, and other extrinsic factors have obliged them to adjust to the circumstances looking for ways to cope with the situation. However, and despite all the unfortunate conditions, educators took their duty seriously by offering the best they could and devoting themselves to the cause of education.

The second finding was related to difficulties educators face when TEFL in their workplace. There was a wide range of extrinsic factors conditioning English teaching at El Libertador educational institution, most of them linked to the responsibility resting on public entities who are the ones in charge of creating essential student-based policies and processes to improve national public education. Instead, such entities ignore the number of complexities TEFL implies, letting educators and consequently

students, drifting between all sorts of necessities, struggles, and expectations that only evidence how deep the problem really is, and how TEFL is just the tip of the iceberg.

The third finding addressed motivation in TEFL. There were several factors that influenced how educators performed their educational activities such as the work environment, the relationship they established with their students, and their fields of expertise. Two types of motivation were considered, intrinsic and extrinsic. A balance between these two categories is essential for educators to do their job. Unfortunately, such balance was not present in their educational context, obliging them to work with what they did not count on, English professional training, resources, and guidance. Despite these circumstances, educators' individual motivations led them to continue developing their duty.

To conclude, the fourth finding exposed educators' skills in the target language in contrast with the TEFL ideal. Elementary public school encounters are life-changing experience that has the power to influence or alter people's lives. For this reason, it is crucial to count on an educational system focused on the whole of students, in both aspects, academically and humane-wise, in order to succeed in shaping integral human beings. Yet, neither the educational system nor the educators were able to fully accomplish the task. The current situation around TEFL in the educational institution El Libertador is far from being considered a success, there is no willingness not diligence on the part of public entities to commit to the bilingual cause by at least offering the economic resources to train the teaching staff or hire professionals in the area to facilitate and enhance the pedagogical processes as the school participants argued. Despite the several challenges educators face, they have shown interest, commitment, and dedication toward their duty, adding a small grain of sand to the cause.

When sharing their experiences, the teachers could project the difficulties they lived and the uncertainty around the TEFL scenario due to the lack of commitment and accompanying of the government entities. The previous besides their deficiencies in the target language, furthermore the specificities surrounding the student's individual needs. Finally, it is essential to pursue the improvement of society in every aspect, as is the case with education. Creating a dialogue that enables to get closer to

the bilingual reality in elementary public schools must be on the table, given that it might reveal the state in which the evolution in the target language currently is and why.

Now, paying close attention to TEFL is vital if bilingual educative progress needs to be made in our society, the real progress includes trained educators, well-equipped facilities, professional instructors, and guidance that according to the participants were all absent. Yet, the MEN in its PNB created a series of physical materials that offer pedagogical information concerning the target language, such material should be in the hands of every public elementary school educator who teaches English, but sadly that is not the case. Hence, the researchers thought that giving them access to that material could facilitate and improve their teaching processes. After emailing the MEN to ask for the suggested curriculum it took, after some unforeseen, four months to arrive, it certainly was a long and intricate process that no educator should go through.

To conclude, this research apart from presenting an analysis of the situation surrounding TEFL, proposed to contribute to the development of El Libertador elementary school in terms of the target language by donating the books corresponding to the suggested English curriculum and delivering short-term workshops through an instruction manual teaching in detail how to make the most of them (See Appendixes 6 to 9). In addition, the manual contains relevant information about links of websites the educators can access to obtain materials in hopes to lighten the educator's load by offering them supporting ludic alternatives to TEFL.

### **Recommendations**

- It is suggested to the Modern Languages Program to promote the creation of projects addressed to the improvement of the pedagogical processes linked to TEFL in the community.
- Based on this research proposal, in the future Modern Languages students should carry out researches that apart from presenting a phenomenon may create the tools to improve it.
- It is suggested to the local Secretary of Education that they should be informed and updated on the different materials that the MEN offers to support TEFL, and provide them to the public schools.
- The local Secretary of Education must have effective communication channels with the public educational institutions concerning the availability of educators in all subjects.
- The Ana Josefa Morales Duque educational institution should consider its responsibility with the headquarters El Libertador and be more involved in administrative matters that affect the proper functioning of the institution.
- To recognize the commitment educators from public elementary school El Libertador have towards their duty despite the several shortcomings and problems they face.

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## Appendixes

## Appendix 1: The Questions for the Survey

PREGUNTAS	TEMA DE LA PREGUNTA	ESTADO DEL ARTE O REFERENCIA ACADÉMICA	¿QUÉ QUEREMOS SABER CON LA PREGUNTA?	
<b>FORMACIÓN ACADÉMICA</b>				
1.	<b>Nivel académico:</b> <ul style="list-style-type: none"> <li>• Básica primaria</li> <li>• Básica secundaria</li> <li>• Técnica</li> <li>• Tecnológica</li> <li>• Universitario</li> <li>• Especialización</li> <li>• Maestría</li> <li>• Doctorado</li> </ul> Otro	Nivel académico	“El sistema educativo colombiano lo conforman: la educación inicial, la educación preescolar, la educación básica (primaria cinco grados y secundaria cuatro grados), la educación media (dos grados y culmina con el título de bachiller.), y la educación superior.” <a href="https://www.mineducacion.gov.co/portal/Preescolar-basica-y-media/">https://www.mineducacion.gov.co/portal/Preescolar-basica-y-media/</a>	<b>Conocer el tipo de formación a la que el docente ha tenido o no acceso.</b>
<b>APRENDIZAJE DEL IDIOMA</b>				
2.	<b>¿Le gusta el inglés?</b>  Nada, poco, neutral, mucho y demasiado	Aprendizaje del inglés	Experiencia, del latín experiencia, es el hecho de haber presenciado, sentido o conocido algo. La experiencia es la forma de conocimiento que se produce a partir de estas vivencias u observaciones. <a href="https://definicion.de/experiencia/">https://definicion.de/experiencia/</a>	<b>Si el docente está genuinamente interesado en la lengua extranjera.</b>
3.	<b>¿Ha recibido algún tipo de formación en el área de inglés?</b> Sí o no	Aprendizaje del inglés	“...la experiencia es algo que, si bien nos pasa, ese algo va acompañado de un efecto que produce una transformación en la persona que vive la experiencia. Por tanto, la experiencia es algo que pasa, transforma y permite relacionarse con algo, que involucra, que afecta y cambia al individuo de manera única. Es decir, cada experiencia es	<b>Saber si el docente tiene algún conocimiento en la materia.</b>
4.	<b>¿Qué tipo de formación?</b>			

5.	<ul style="list-style-type: none"> <li>• Informal</li> <li>• Técnica</li> <li>• Tecnológica</li> <li>• Profesional</li> <li>• Curso</li> <li>• Otro</li> </ul>		<p>particular en cada persona” (Larrosa,2009, como se citó en Juárez y Perales, 2019)  <a href="http://www.scielo.org.co/pdf/leng/v47n2/0120-3479-leng-47-02-00358.pdf">http://www.scielo.org.co/pdf/leng/v47n2/0120-3479-leng-47-02-00358.pdf</a></p>	<p><b>Conocer si tiene y qué tipo de formación tiene en al área de inglés.</b></p>
6.	<p><b>¿Cómo califica su experiencia en el proceso de aprendizaje del inglés?</b></p> <p>Nada, satisfecho, poco satisfecho, neutral, muy satisfecho y totalmente satisfecho</p>	Experiencia	<p>El Marco Común Europeo de Referencia para las lenguas (MCER) es el estándar internacional que define la competencia lingüística. Se utiliza en todo el mundo para definir las destrezas lingüísticas de los estudiantes en una escala de niveles de inglés desde un A1, nivel básico de inglés, hasta un C2, para aquellos que dominan el inglés de manera excepcional.  <a href="https://www.cambridgeenglish.org/es/exams-and-tests/cefr/">https://www.cambridgeenglish.org/es/exams-and-tests/cefr/</a></p>	<p><b>Conocer si su experiencia de aprendizaje del inglés ha sido positiva o negativa.</b></p> <p><b>Conocer cuál podría ser el nivel de inglés de los docentes desde su propia perspectiva.</b></p>
<b>DIFICULTADES</b>				
7.	<p><b>¿Cree usted que su proceso de enseñanza del inglés ha mejorado?</b></p> <p>Nada satisfecho, poco satisfecho, neutral, muy satisfecho, totalmente satisfecho</p>	Dificultades en el proceso de aprendizaje del inglés	<p>Los maestros juegan un rol importante en el proceso de aprendizaje de los estudiantes, ellos son los encargados de formar a las futuras generaciones. Este proceso de enseñanza-aprendizaje necesita de muchos recursos esenciales para lograr un proceso ameno para ambas partes. Los maestros día a día se enfrentan a diferentes tipos de dificultades y según su formación y/o experiencia, el maestro le dará una respectiva solución al problema.</p> <p>Entre las diferentes dificultades encontramos: carencias formativas,</p>	<p><b>Conocer si el docente es consciente de su nivel y/o preparación y si esta es suficiente para brindar un buen desempeño o no.</b></p>



			baja remuneración y falta de oportunidades para su desarrollo profesional, inconveniente a la hora de despertar el interés de los alumnos, falta de material educativo, carencia de recursos para soportar su práctica pedagógica, un gran número de estudiantes	
<b>APRENDIZAJE DE LOS ESTUDIANTES</b>				
8.	<p><b>¿Piensa usted que sus estrategias de enseñanza de la lengua extranjera han dado resultados?</b></p> <p>Totalmente de acuerdo, de acuerdo, neutral, en desacuerdo, totalmente en desacuerdo</p>		<p>“... It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and ensuring that they meet the real needs of the learners for whom they are responsible”. <i>Common European Framework of Reference for Languages: Learning, Teaching, Assessment</i>. Strasbourg: Council of Europe, 2001. (p. 1)</p> <p><a href="https://rm.coe.int/16802fc1bf">https://rm.coe.int/16802fc1bf</a></p>	<p><b>Conocer si piensa que su trabajo ha dado frutos o no.</b></p>
9.	<p><b>¿Piensa usted que las actividades extracurriculares como el día de las lenguas, generan aprendizaje?</b></p> <p>Totalmente de acuerdo, de acuerdo, neutral, en desacuerdo, totalmente en desacuerdo</p>			<p><b>Saber si el docente ve las actividades extracurriculares y/o culturales como una manera de aprender y adquirir conocimiento.</b></p>
<b>IMPACTO PROFESIONAL</b>				
10.	<p><b>¿Considera que su acercamiento con el inglés ha sido enriquecedor para su experiencia laboral?</b></p> <p>Totalmente de acuerdo, de acuerdo, neutral, en</p>	Experiencia y desarrollo profesional	<p>Hoy pertenecemos a las largas filas de esclavos que llevamos los grilletes no de metal sino de un contrato laboral suicida, que con su cara de prestación de servicios —nunca se había prostituido tanto la palabra</p>	<p><b>Saber si el docente considera esta experiencia como un tipo de retroalimentación para mejorar su</b></p>

	desacuerdo, totalmente en desacuerdo		servicio— carcome lo más grande que puede tener un hombre: la esperanza. Muchas veces se nos vuelven cargas, para no decirlo como lo pensaba Paulo Freire, “chorotes” que hay que llenar, y aunque es difícil, es clave mirarlos con compasión. (pág. 139) <a href="http://biblioteca.clacso.edu.ar/Colombia/fce-unisalle/20170117095042/Practicaexp.pdf">http://biblioteca.clacso.edu.ar/Colombia/fce-unisalle/20170117095042/Practicaexp.pdf</a>	<b>desempeño en pro de su carrera.</b>
<b>MATERIAL DE APOYO</b>				
11.	<p><b>¿Dispone usted de material didáctico para la enseñanza del inglés en su lugar de trabajo?</b></p> <p>Sí o no</p>			
12.	<p><b>Seleccione cuál:</b></p> <ul style="list-style-type: none"> <li>• Libros</li> <li>• Guías (Bunny Bonita, Mallas de aprendizaje)</li> <li>• Tabletas</li> <li>• Computador</li> <li>• Video beam</li> <li>• Televisor</li> <li>• Sonido</li> <li>• Ninguno</li> </ul>	Material de apoyo educativo	<p>Madrid, (2001), “En general, cuando hablamos de materiales o recursos didácticos, nos referimos a una serie de medios o instrumentos que favorecen el proceso de enseñanza y aprendizaje” (p.214)</p> <p>Materiales didácticos para la enseñanza del inglés en Ciencias de la Educación. <a href="https://www.ugr.es/~dmadrid/Publicaciones/Material%20didacticos%20enseñanza%20ingles%20CC%20Educacion.pdf">https://www.ugr.es/~dmadrid/Publicaciones/Material es%20didacticos%20enseñanza%20ingles%20CC %20Educacion.pdf</a></p>	<p><b>Saber si dispone de material y si este le ha sido proporcionado por la escuela o si de lo contrario no cuenta con material.</b></p>
<b>POLITICAS ESCOLARES</b>				
13.	<p><b>¿Sabe usted qué es PNB Plan Nacional de Bilingüismo?</b></p> <p><b>Si o No</b></p>	Plan Nacional de Bilingüismo	<p>“...El PNB ha establecido líneas específicas para la identificación de las necesidades de formación de los docentes, la formulación de planes de capacitación coherentes con dichas necesidades y, en general, el</p>	<p><b>Saber si el docente conoce el megaproyecto que implementa la enseñanza del inglés en cada</b></p>

14.	<p><b>¿Cree usted que impartir una materia para la cual no fue formado afecta el aprendizaje de los estudiantes?</b></p>		<p>seguimiento de los procesos de enseñanza y aprendizaje del inglés en el país”.</p> <p>Fandiño, Bermúdez y Lugo (2012). Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. Educ. Educ. Vol. 15</p> <p><a href="https://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/2172/2951">https://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/2172/2951</a></p>	<p><b>escuela y colegio de Colombia.</b></p> <p><b>Conocer qué opina la docente al respecto, si piensa que su falta de preparación académica puede afectar el aprendizaje de sus estudiantes o no.</b></p>
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## Appendix 2: The Semi Structured Questions for the Interview

PREGUNTAS (ENTREVISTA)	TEMA DE LA PREGUNTA	ESTADO DEL ARTE O REFERENCIA ACADÉMICA	¿QUÉ QUEREMOS SABER CON LA PREGUNTA?
<b>ENSEÑANZA DEL IDIOMA</b>			
1.	¿Por qué enseña inglés?	Motivación	Hellriegel y Slocum (2004, p.117) citado por Frías and Narváez (2010) “introducen en su definición la finalidad de la conducta, cuando conciben la motivación como fuerzas que actúan sobre una persona o en su interior y provocan que se comporte de una forma específica, encaminada hacia una meta”. (p.22)
2.	¿Se siente preparado para enseñar inglés?		
3.	¿Cuánto tiempo lleva usted en la docencia, cuantos años y cuántos enseñando inglés?	Experiencia/ Enseñanza del inglés	La experiencia hace parte de esta investigación en el sentido de que es esencial conocer a detalle el proceso de aprendizaje y de enseñanza del inglés de cada docente. De esta manera realizar un análisis de todas estas experiencias para entender los retos a los cuales estos docentes tienen que enfrentarse día a día en su práctica docente.
4.	¿Cómo fue su primera experiencia enseñando inglés? ¿Cómo se sintió?		Indagar cómo se siente el docente a la hora de presentar su clase.
5.	Haciendo la comparación, ¿cómo se siente hoy en día enseñando inglés, después de tantos años percibe algún cambio?		En el proceso de enseñanza del inglés cabe resaltar las estrategias para enseñar el inglés como lengua extranjera. Cada docente es el encargado de definir cuáles son las estrategias a utilizar durante su práctica pedagógica. Las estrategias de enseñanza se pueden definir como “...tácticas que se aplican de acuerdo a la experiencia de la persona que se encuentra a cargo de la operación. En este caso específico, en que se habla
6.	¿A qué curso le enseña y a qué grado considera que es más		Saber si está o no preparado.
			Saber sobre sus experiencias pasadas y las actuales, con el fin de conocer si hubo algún cambio.
			Conocer si hay diferencias entre grados y edades de la primaria

	<b>complicado enseñar inglés y por qué?</b>		de estrategias de enseñanza, se entiende que estas tácticas son las que emplea un docente en el proceso de enseñanza-aprendizaje en relación a sus conocimientos previos.” (Peña, 2019, p.28).	<b>para enseñar inglés y si el docente hace uso de estrategias diferentes.</b>
<b>OPINIÓN</b>				
7.	<b>¿Cómo se siente cuando enseña inglés?</b>	Percepción	<p>“La percepción es la imagen mental que se forma con ayuda de la experiencia y necesidades. Es resultado de un proceso de selección, interpretación y corrección de sensaciones.”</p> <p><a href="https://www.um.es/docencia/pguardio/documentos/percepcion.pdf">https://www.um.es/docencia/pguardio/documentos/percepcion.pdf</a></p>	<b>Conocer cómo se siente el docente durante la clase.</b>
8.	<b>¿Le gustaría recibir formación en inglés?</b>			<b>También conocer si está interesado en adquirir nuevos conocimientos.</b>
9.	<b>¿Hay algo que cambie en el área de inglés en comparación a las demás materias cuando la enseña?</b>			<b>Saber si el docente siente un cambio significativo a la hora de cambiar materias durante la clase y cuál es ese cambio.</b>
<b>DIFICULTADES</b>				

10.	<p><b>¿Se le han presentado dificultades en su proceso de enseñanza del inglés?</b></p>	<p>Dificultades en el proceso de enseñanza</p>	<p>Los maestros juegan un rol importante en el proceso de aprendizaje de los estudiantes, ellos son los encargados de formar a las futuras generaciones. Este proceso de enseñanza-aprendizaje necesita de muchos recursos esenciales para lograr un proceso ameno para ambas partes. Los maestros día a día se enfrentan a diferentes tipos de dificultades y según su formación y/o experiencia, el maestro le dará una respectiva solución al problema.</p> <p>Entre las diferentes dificultades encontramos: carencias formativas, baja remuneración y falta de oportunidades para su desarrollo profesional, inconveniente a la hora de despertar el interés de los alumnos, falta de material educativo, carencia de recursos para soportar su práctica pedagógica, un gran número de estudiantes en una sola aula, entre otros.</p>	<p>Saber si la enseñanza del inglés ha sido un proceso complicado o no.</p> <p>También obtener información de qué tipo de dificultades han tenido, en qué aspectos.</p>
<b>TEMÁTICAS</b>				
11.	<p><b>¿Cómo prepara la clase de inglés?</b></p>	<p>Plan de clase /currículo</p>	<p>Suggested English Curriculum. Transition to 5th grade</p>	

			<p>“Estas herramientas buscan que los docentes tengan unos lineamientos curriculares sugeridos y claros, contribuyendo, por un lado, a mejorar las prácticas pedagógicas en el aula de clase y, por otro lado, a que los estudiantes alcancen el nivel de inglés esperado en cada grado. Por esta razón, se integran diferentes temáticas esenciales a través de la formación en inglés, tales como la salud, la convivencia, la paz, el medio ambiente y la globalización” (Ministerio de Educación Nacional [MEN], 2016)</p>	<p>Conocer si el docente sigue algún lineamiento para escoger las temáticas de clase o si lo hace al azar.</p>
<b>APRENDIZAJE DE LOS ESTUDIANTES</b>				
12.	<p><b>¿Cómo reaccionan los estudiantes a las clases de inglés?</b></p>	<p>Aprendizaje de los estudiantes</p>	<p>“It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.” <i>Common European Framework of Reference for Languages: Learning, Teaching, assessment.</i> Strasbourg: Council of Europe, 2001. (p. 1)  <a href="https://rm.coe.int/1680459f97">https://rm.coe.int/1680459f97</a></p>	<p><b>Saber si el docente nota algún interés en sus estudiantes en aprender inglés.</b></p>
<b>POLÍTICAS ESCOLARES</b>				

13.	<b>¿Ha recibido formación en el área de inglés?</b>		“...El PNB ha establecido líneas específicas para la identificación de las necesidades de formación de los docentes, la formulación de planes de capacitación coherentes con dichas necesidades y, en general, el seguimiento de los procesos de enseñanza y aprendizaje del inglés en el país”.	Saber si el docente tiene bases fuertes, o conocimientos significativos en el área.
14.	<b>¿Cuál cree que sería el ideal de enseñanza y aprendizaje del inglés?</b>	Políticas escolares	Fandiño, Bermúdez y Lugo (2012). Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. Educ. Educ. Vol. 15 <a href="https://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/2172/2951">https://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/2172/2951</a>	Saber qué opinión tiene el docente respecto al ideal de la enseñanza del inglés.



### Appendix 3: Informed Consent

**Educator's English teaching experiences in the elementary public school El Libertador located in the municipality of Santander de Quilichao**

**Experiencias docentes en la enseñanza del inglés en la escuela pública primaria El Libertador ubicada en el municipio de Santander de Quilichao**

**Consentimiento informado**

La primera fase de esta investigación tiene como herramienta de recolección de datos una encuesta que consta de (24) preguntas de selección múltiple y (2) preguntas abiertas, incluyendo datos personales. A partir de la información que usted nos brinde, será seleccionada(o) posteriormente para la siguiente fase en la que se le realizarán (14) preguntas abiertas en una entrevista ya sea presencial o virtual, para esta última, se hará uso de herramientas tecnológicas para grabar audio o video.

Una vez informado(a) acerca de los procesos de investigación que se llevarán a cabo por parte de las estudiantes Lina Marcela Vera Cortés, July Marcela Checa y Geraldine Zapata López del Programa de Licenciatura en Lenguas Modernas con énfasis en inglés-francés de la Universidad del Cauca, doy mi consentimiento para participar o no en dicha investigación de manera libre y voluntaria.

Finalmente toda la información a recopilar en este proyecto de investigación ya sea por medio de escritos, audios, videos, llamadas y/o video llamadas grabadas, se manejan de manera anónima. Los resultados personales no pueden estar disponibles para terceras personas como empleadores, organizaciones gubernamentales, compañías de seguros u otras instituciones educativas.

**Doy mi consentimiento para participar en la investigación de manera libre y voluntaria. Marque con una X su respuesta:      SÍ                      NO**

**Firma y Cédula del participante:**

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### Appendix 4: The Survey Format

ENCUESTA										
<b>Educator's English teaching experiences in the elementary public school El Libertador located in the municipality of Santander de Quilichao</b> <b>Experiencias docentes en la enseñanza del inglés en la escuela pública primaria El Libertador en el municipio de Santander de Quilichao</b>										
<p>A continuación, encontrará preguntas relacionadas con su formación académica y sobre su experiencia relacionada con el inglés.</p> <p>El objetivo de esta encuesta es conocer un poco sobre usted, su bagaje académico y si ha tenido o no un acercamiento con el inglés, para luego profundizar sobre sus experiencias como educador o educadora de las instituciones públicas de primaria en Santander de Quilichao. Agradecemos su tiempo y participación.</p>										
INFORMACIÓN PERSONAL										
1. Nombre completo:										
2. Tipo de documento:		CC.	Otro ¿Cuál? 3. N° documento:			4. N° de contacto:		5. Edad:		
6. ¿Con qué género se identifica?		F	M	Otro						
7. ¿Cuál de estas opciones le describe mejor?				Afrodescendiente	Indígena	Mestizo	Blanco	Otro		
8. Estado Civil:		Soltero (a)		Casado (a)		Divorciado (a)		Unión libre		Viudo (a)
9. Estrato:				0	1	2	3	4	5	6
FORMACIÓN ACADÉMICA										
10. Marque con una X ¿Cuál es su nivel académico?										
Básica primaria				11. ¿Qué carrera estudió?						
Básica secundaria				12. ¿Actualmente está estudiando?					si	no
Técnico				13. Si la respuesta anterior fue "SI" cuéntenos ¿qué estudia actualmente?						
Tecnológico										

Universitario		
Especialización		
Maestría		
Doctorado		
Otro		

#### APRENDIZAJE DEL IDIOMA

<b>14. ¿Le gusta el inglés?</b>	Nada	Poco	Neutral	Mucho	Demasiado	
<b>15. ¿Ha recibido algún tipo de formación en el área del inglés?</b>					si	no
<b>16. Si su respuesta a la pregunta anterior fue “SI”, marque con una X qué tipo de formación.</b>						
Informal			Profesional			
Técnica			Curso			
Tecnológica			Otro:			

<b>17. ¿Cómo califica su experiencia en el proceso del aprendizaje del inglés?</b>	Nada satisfecho	Poco satisfecho	Neutral	Muy satisfecho	Totalmente satisfecho	
<b>18. ¿Cuál piensa que es su nivel de inglés?</b>	A1 Principiante	A2 Elemental	B1 Intermedio	B2 Alto	C1 Avanzado	C2 Nativo
<b>19. ¿Cree usted que su proceso de enseñanza del inglés ha mejorado?</b>	Nada satisfecho	Poco satisfecho	Neutral	Muy satisfecho	Totalmente satisfecho	

#### APRENDIZAJE DE LOS ESTUDIANTES

<b>20. ¿Piensa usted que sus estrategias de enseñanza de la lengua extranjera han dado buenos resultados?</b>	Totalmente de acuerdo	De acuerdo	Neutral	En desacuerdo	Totalmente en desacuerdo
<b>21. ¿Piensa usted que las actividades extracurriculares como el día de las lenguas, generan aprendizaje?</b>	Totalmente de acuerdo	De acuerdo	Neutral	En desacuerdo	Totalmente en desacuerdo

#### IMPACTO PROFESIONAL

22. ¿Considera que su acercamiento con el inglés ha sido enriquecedor para su experiencia laboral?	Totalmente de acuerdo	De acuerdo	Neutral	En desacuerdo	Totalmente en desacuerdo				
<b>MATERIAL DE APOYO</b>									
<p>23. ¿Dispone usted de material didáctico para la enseñanza del inglés en su lugar de trabajo? Marque con una X.</p> <table border="1" data-bbox="131 636 321 764"> <tr> <td data-bbox="131 636 228 699">SI</td> <td data-bbox="228 636 321 699">NO</td> </tr> <tr> <td data-bbox="131 699 228 764"></td> <td data-bbox="228 699 321 764"></td> </tr> </table>	SI	NO			24. Seleccione cuáles de los siguientes materiales dispone la institución educativa en donde usted labora:				
	SI	NO							
	Libros		Guías (Bunny bonita, mallas de aprendizaje)						
	Tabletas		Computadores						
Video Beam		Televisor							
Sonido		Ninguno							
<b>POLÍTICAS ESCOLARES</b>									
25. ¿Sabe usted qué es el (PNB) Plan Nacional de Bilingüismo?	SI	NO							
26. ¿Cree usted que impartir una materia para la cual no fue formado afecta el aprendizaje de los estudiantes?	SI	NO							

## Appendix 5: The Interview Format

### Formato de entrevista

**Educator's English teaching experiences in the elementary public school El Libertador located in the municipality of Santander de Quilichao.**

**Experiencias docentes en la enseñanza del inglés en la escuela pública primaria El Libertador en el municipio de Santander de Quilichao.**

**Investigadoras:** Geraldine Zapata López, Lina Marcela Vera Cortés, July Marcela Checa.

**Fecha:** \_\_\_\_\_

**Entrevistado:** \_\_\_\_\_

1. ¿Cuánto tiempo lleva usted en la docencia, cuantos años y cuántos enseñando inglés?
2. ¿Cómo fue su primera experiencia dando clase de inglés, que recuerda cómo la recuerda qué sintió?
3. Haciendo la comparación, ¿cómo se siente hoy en día enseñando inglés, después de tantos años percibe algún cambio?
4. En este momento ¿a qué curso le enseña y a qué grado considera es más complicado enseñar inglés y por qué?
5. ¿Cómo prepara la clase de inglés, que tiene en cuenta o cómo se guía, qué
7. ¿Cómo reaccionan los estudiantes a sus clases de inglés, que puede notar, que percibe en ellos?
8. ¿Por qué enseña inglés?
9. ¿Cómo se siente cuando enseña inglés?
10. ¿Le gustaría recibir una formación especial para el área de inglés?
11. ¿Ha recibido formación en el área de inglés?
12. ¿Usted se siente preparada para enseñar inglés?
13. Sabiendo que usted es directora de grupo y que enseña las materias principales, ¿hay algo que cambie en el área de inglés en comparación a las demás materias cuando la enseña?
14. ¿Cuál cree que sería el ideal para la enseñanza y aprendizaje del inglés como lengua extranjera?

### Appendix 6: The Manual Guide Material

## MANUAL DE INSTRUCCIONES PARA LAS MALLAS DE APRENDIZAJE DEL INGLÉS DEL CURRÍCULO SUGERIDO PARA TRANSICIÓN Y PRIMARIA



Este Manual hace parte del trabajo de investigación "Experiencias de la enseñanza del inglés en la institución educativa Ana Josefa Morales Duque sede: El Libertador" y va dirigido a los docentes de la institución mencionada anteriormente.

### INSTRUCTIVO

A continuación encontrará el esquema curricular de esta propuesta pedagógica planteada por el Ministerio de Educación Nacional (MEN) con el fin de mejorar y fortalecer las prácticas pedagógicas en el aula de clase frente a la enseñanza y aprendizaje del inglés como lengua extranjera.

La propuesta se compone de tres elementos que serán presentados y explicados más adelante; Alcance y secuencia, Mallas curriculares y Rutas metodológicas y evaluativas.

### ALCANCE Y SECUENCIA

Este componente presenta los derechos básicos de aprendizaje (DBA) para cada grado y también le brinda al docente una visión general de las metas de aprendizaje, funciones del lenguaje y los objetivos generales, también se compone de 4 modulos para desarrollar durante el año.

#### ALCANCE Y SECUENCIA

Table with 3 columns: META, FUNCIONES DE LA LENGUA, OBJETIVOS. Rows include: MÓDULO 1: Salud y vida; CUIDO MI CUERPO; MÓDULO 2: Comunicación y valores; MÓDULO 3: Medioambiente y sociedad; MÓDULO 4: Uno y todos; CULABRADO EN MI CASA.

Se propone para cada grado un nivel de alcance y secuencia diferente, con el fin de orientar al docente de cuales serán las metas por alcanzar en cada modulo.

### MALLAS CURRICULARES

Las mallas de aprendizaje de cada grado integran diferentes elementos que le permitirán al docente estructurar su clase.

Elementos que conforman las mallas de aprendizaje: Modulo, tema, meta y tiempo sugerido

#### MALLAS DE APRENDIZAJE MÓDULO 1

Table with 2 columns: TEMA, META. Row: SALUD Y VIDA: CUIDO MI CUERPO. TIEMPO SUGERIDO: 18-20 horas (Por periodo académico).

### INDICADORES DE DESEMPEÑO

Saber, saber hacer, saber ser, saber aprender

#### INDICADORES DE DESEMPEÑO

Table with 4 columns: SABER, SABER HACER, SABER SER, SABER APRENDER. Each column contains specific performance indicators.

Illustration of two children talking. Below: 'CONTENIDOS SUGERIDOS' section with 'VOCABULARIO' and 'FRASES' lists.

### CONTENIDOS SUGERIDOS vocabulario

### RUTAS METODOLOGICAS Y EVALUATIVAS

Son ideas didacticas que le permitiran al docente desarrollar las tematicas propuestas en cada modulo durante su practica pedagogica diaria. Estas rutas están establecidas para trabajar el aprendizaje basado en tareas y proyectos.

El docente podrá encontrar una guía para planear su clase basado en estas actividades, las cuales sugieren, ambientacion del aula, trabajar desde el juego, el arte, la exploracion del medio y la literatura.





## Material propuesto por el Ministerio de Educación Nacional (MEN)



→ **Bunny Bonita**

### ECO (English for Colombia)

Es una página web creada por el Ministerio de Educación en la cual hay una gran variedad de material educativo para la enseñanza del inglés



→ **My ABC English kit**

## Plan de clase

Plantilla Modelo Plan de Clase		
Nombre del profesor	Grado	Fecha
Tema	Temas	
Habilidades		
Objetivos		
Estándares		
Vocabulario		
Estructuras Gramaticales		
Actividades Preliminares	Actividades durante la Clase	Actividades luego de la Clase
Seguimiento y Evaluación		
Recursos		

Modelo de plan de clase propuesto por el Ministerio de Educación, lo puede encontrar en la guía metodológica MY ABC English for kids, para imprimir o fotocopiar.

### Ejemplo de plan de clase:

**Tema:** Partes del cuerpo    **Grado:** 1°    **Fecha:** 10/09/2022    **Tiempo:** 1h

**Habilidades:** Competencias comunicativas

**objetivos:** Identificar de manera visual y oral en inglés, las partes del cuerpo.

**Estándares:** Reconoce las principales partes del cuerpo en inglés

**Vocabulario:** partes del cuerpo: head, eyes, mouth, nose, ear, hand, arm, leg, shoulder.

**Estructuras gramaticales:**

**Actividades preliminares:**

llevar al salón de clase una canción o rima en inglés que este relacionado con el cuerpo y sus partes. Bailarla señalando cada parte del cuerpo al ritmo de la canción.

**Actividades durante la clase:**

**Simón dice:** el docente da una instrucción para realizar movimientos corporales, en los que puede incluir el vocabulario en inglés de las partes del cuerpo.

**Hacer una manualidad:** Utilizando cualquier material ya sea, pintura, plastilina o colores, los niños deberan representar y/o moldear un cuerpo humano.

Poner el nombre de las partes del cuerpo en un afiche gigante del mismo.

**actividades luego de la clase:**

hacer marionetas, para identificar en ellas las partes del cuerpo, pueden utilizar material reutilizable.

**Seguimiento y evaluación:**

Observación abierta y libre

**Recursos:**

Cancion: Head, shoulders, knees and toes

Afiche: Body parts poster #6 de Bunny Bonita

**Información tomada de:** <https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/>

### Material educativo para la enseñanza del inglés: Links

#### Eco Web 2.0- English for Colombia

<https://eco.colombiaaprende.edu.co/?playlist=d610631&video=d3092d9>

Plataforma virtual que contiene material del MEN

#### Lecturas en inglés:

[https://eco.colombiaaprende.edu.co/repository/s=&category\\_name\\_and=reader&category\\_name=reader](https://eco.colombiaaprende.edu.co/repository/s=&category_name_and=reader&category_name=reader)

#### Guías Metodológicas con actividades

<https://eco.colombiaaprende.edu.co/textbooks/>

En el link anterior, podrá encontrar la GUIA DOCENTE BUNNY BONITA, es una cartilla o guía docente en la cual podrá ver actividades para desarrollar un tema específico, en otras palabras, un plan de clase detallado que lo guiará y le dará herramientas para planear su clase, también contiene actividades fotocopiables para utilizar en clase.

También encontrará la cartilla docente llamada GUIA METODOLOGICA MY ABC ENGLISH KIT para descargar en PDF, diseñada con el mismo propósito de la cartilla mencionada anteriormente, ambas le darán una guía detallada para ejercer un plan de clase, que podrá ser adaptado a su contexto.

Ambas cartillas están disponibles para descargar en PDF y los materiales adicionales, como, las tarjetas con imágenes (FLASHCARDS), los posters con imágenes y la cartilla de ANIMALES LOCOS, también se pueden descargar en PDF desde la misma página web.

### Material educativo para la enseñanza del inglés: Links

#### Liveworksheets

<https://www.liveworksheets.com/>

Te permite transformar tus tradicionales fichas imprimibles (doc, pdf, jpg...) en ejercicios interactivos auto corregibles, que llamamos "fichas interactivas". Puedes utilizar Liveworksheets para crear tus propias fichas interactivas o puedes usar las que han compartido otros profesores.



**Generador de fichas interactivas para todos los idiomas y asignaturas**

Liveworksheets transforma tus tradicionales fichas imprimibles en ejercicios interactivos autocorregibles que los alumnos pueden rellenar online y enviar a ...

[liveworksheets.com](https://www.liveworksheets.com)

**Autores:**  
July Marcela Checa  
Geraldine Zapata  
Lina Vera

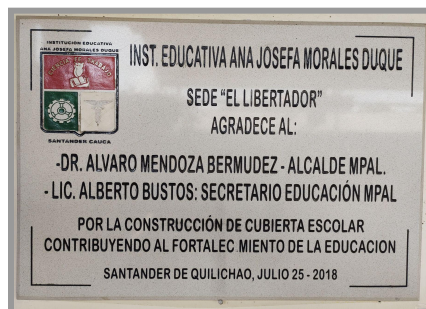
Todas las imágenes utilizadas como ejemplo en esta cartilla fueron tomadas de: Las mallas de aprendizaje de Inglés y de la Guía metodológica MY ABC English kit



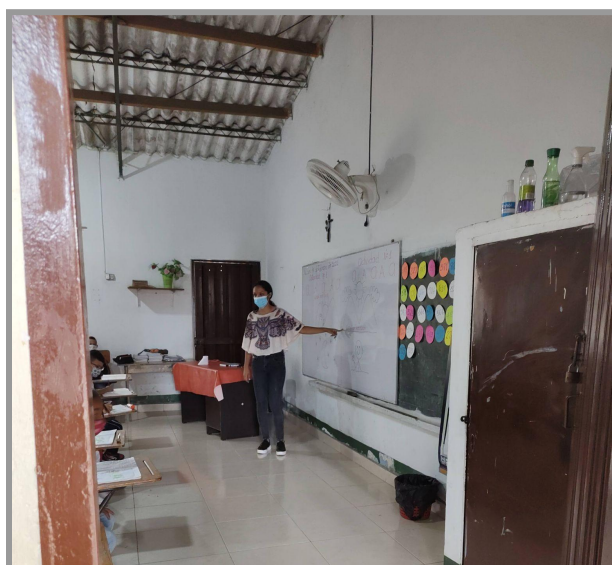


## Appendix 8: Pictures and Evidence

### *Information about the school*



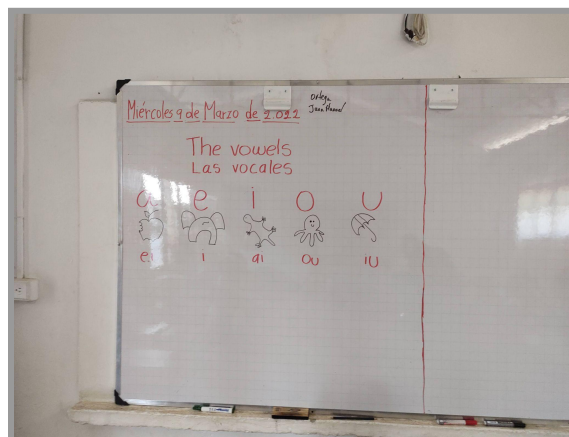
### *English sessions for second, third, fourth and fifth grade.*



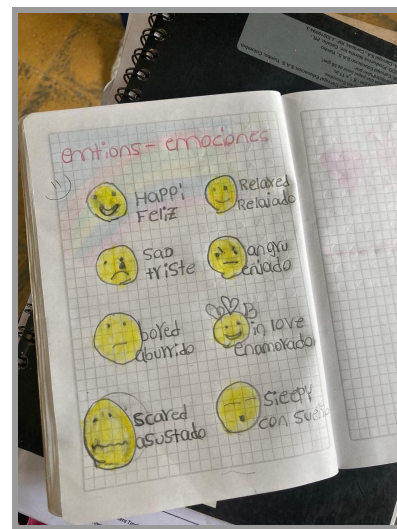
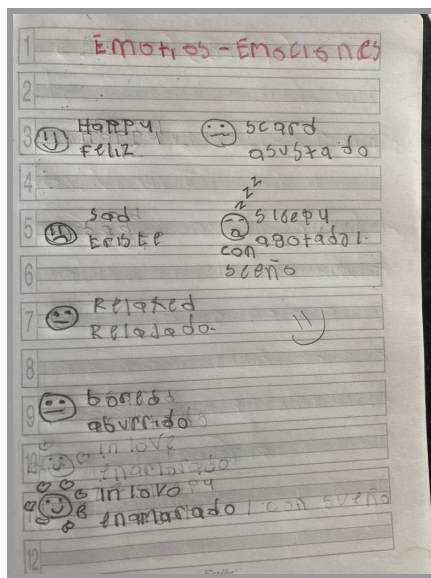
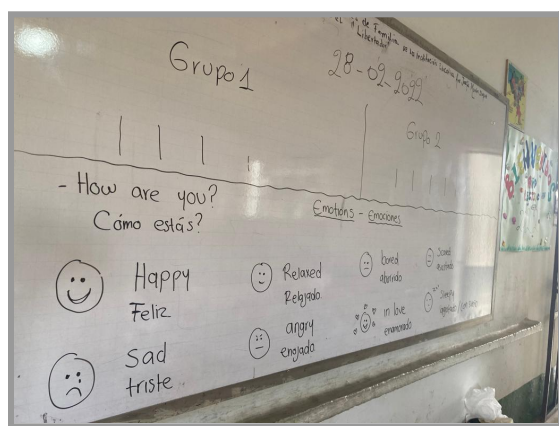
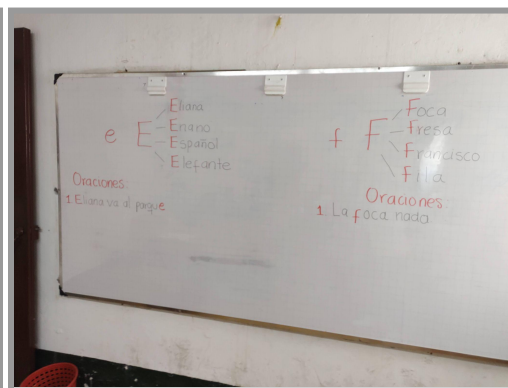
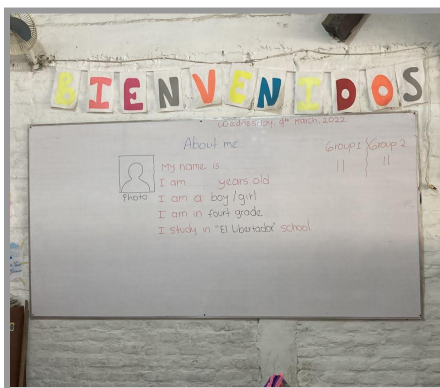
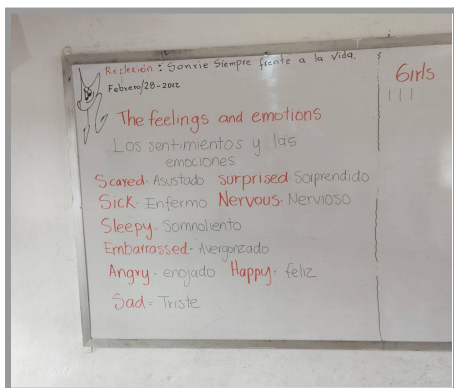




Evidences of each session







*Cultural activities of the school*

