

TEACHER AND PRE-SERVICE TEACHER'S CONCEPTIONS ABOUT THE CURRENT
LANGUAGE POLICY ACCORDING TO THEIR EXPERIENCE TEACHING ENGLISH
AS A FOREIGN LANGUAGE IN A RURAL SCHOOL OF RIONEGRO - ANTIOQUIA

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DANIELA ISAZA JARAMILLO

ESTEBAN OCAMPO OSORIO

NICOLAS PALOMINO NARANJO

DEICY PAOLA VASQUEZ HOYOS

UNIVERSIDAD CATÓLICA DE ORIENTE

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RIONEGRO

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DANIELA ISAZA JARAMILLO

DEICY PAOLA VASQUEZ HOYOS

ESTEBAN OCAMPO OSORIO

NICOLAS PALOMINO NARANJO

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Advisor:

Carlos Andrés García Builes

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ABSTRACT

This study reports a research about teacher and pre-service teacher conceptions about the current language policy according to their experience teaching English as a foreign

language in a rural school of Rionegro. The main purpose of this project is not only to analyze participants' conceptions about the current language policy, but also, to recognize the knowledge and to identify the judgments that teacher and pre-service teacher have about it. This study was carried out through a phenomenological method following a qualitative design.

Additionally, the researchers decided to implement a document analysis, semi-structured interviews and non-participant observations in order to collect data. The information gathered was analyzed through grounded theory, which includes open, axial and selective codification, considering that these procedures help to obtain the most reliable results. Among the findings, it was possible to realize how limited the knowledge the teacher and the pre-service teacher possess about current language policy since there is no official document about that.

Key words: Language policy, English as a foreign language, English language teaching, teaching strategies, teacher, pre-service teacher, rural context, experience, conceptions.

INTRODUCTION

To carry out the present project, the authors consider that it is relevant to stand out the main topic which is experiences teaching English as a foreign language in a rural context. The research interest led the authors to review some literature about the topic mentioned before. The authors found five significant studies that were consulted in free internet databases.

Furthermore, during the research of the studies, it was possible to collect significant information such as the title of the projects, the authors' names, the date of publication of the projects, the methods they used for data collection, some important concepts and the results. Four studies were carried out in Colombia and just one was carried out in Australia.

After the researchers read the five studies they created a support matrix to organize the information to sort and describe the studies for literature review.

The information obtained will be presented in the literature review. Data are divided into two parts; the first part will be focused on three studies about teacher's experiences teaching English in a rural context and the second part will be centred on two pre-service teachers' experiences teaching English in a rural context.

Finally, the general situation of the topic in relation to the search and information processing is the following the researchers found that there is a tension between teachers and pre-service teachers' experiences teaching English in a rural context and language normative policies.

This information on the one hand was a bit complex, since almost all the studies were focused more on the teachers than on pre service teacher, the information collected is updated, moreover, in some studies similarities were found in concepts and definitions. Then you will notice the information that was found and how it was processed.

LITERATURE REVIEW

The following five research studies take into account certain aspects associated with English teaching at the rural area. These studies help to understand the current situation of the rural schools is, regarding the English teaching experiences. Hereunder, five studies that have been carried out throughout the last seven years.

The first research found is called *Critical socio-cultural elements of the intercultural endeavour of English teacher in Colombia rural areas*, this study was carried out by Bonilla & Cruz-Arcila (2014). It was focused on how intercultural factors and process take place in the teaching and learning of English as a foreign language in rural context in Cundinamarca. Besides, this study was centered on to characterize the socio-cultural intricate features of the teaching of a foreign language in rural areas in Colombia. Additionally, the participants of this study were five English teachers working in different rural schools in Cundinamarca. The methodology used in this work was qualitative, and the data was collected by means of questionnaires and interviews in order to see how these teachers comprehend their professional practice, taking into account the contextual features of their regional workplace. The information gathered from the first instrument let the researchers get data about participants' feelings, perceptions, opinions and knowledge, which showed the intention of changing students' lives through English learning. The second instrument let analyze more in-depth data about teachers' experience of teaching English in a rural area. Furthermore, the findings showed that teachers have to face different challenges related to socio-cultural matches and mismatches encountered in the classroom. The conclusion of Bonilla and Cruz's study was the understanding of the socio-cultural factors of English teaching process in rural areas in Colombia based on some English teachers' experiences.

The second study was carried out by Gómez and Gualteros (2013), they reported a study titled "*Exploring the conception about teaching English as a foreign language of two EFL teacher in the rural area of Pereira (Risaralda)*". The study aims to observe the conception that have two English teachers in the rural area of Pereira Risaralda, Colombia. This study was centered on to characterize the social perspective. The participants of this study were two teachers and three students from 11th grade. Gómez and Gualteros (2013) designed a qualitative study in which the instruments to collect the data were observations and interviews.

The concepts underpinning this study were metacognition, implicit theories, the teachers' profile, practice analysis and rural conceptions.

The findings provided by Gómez and Gualteros (2013) gave very important information in relation to the conception that both teachers have: the studied teachers have the conception that the students from the rural area are less capable when compared with the students from the urban area. Also, the study reveals that the participants "have a conception about the low interest that rural students have about the importance of learning English" Gómez and Gualteros (2013).

A third exercise explored different locally grounded English language teaching practices from Colombian rural schools. The study carried out by Cruz (2018) called "*The Wisdom of Teachers' Personal Theories: Creative ELT Practices From Colombian Rural Schools*". The participants of this study were ten teachers from "seven different schools and municipalities of four different regions of the country," (Cruz, 2018). Quantitative information was obtained through three different methods: teaching biographies, two semi-structured interviews, and field observations. The findings showed that English teachers doing their practicum in a rural area use their expertise and their own experiences to develop valuable practice and suggests "that teachers' own experiential and situational knowledge constitutes a powerful platform" (Cruz, 2018). This study was centered on to characterize the sociocultural perspective and how English teachers carried on their practicum in rural areas connected to the culture with the language teaching, considering that students' cultural values become immersed in the meaning they construct about English. They concluded the study emphasizing how teachers were able to construct their own tools overcoming different challenges.

The authors found relevant features into the three previous studies to highlight: First, the projects took place in the rural context of Colombia. Second, it followed the states of a

qualitative research witnessed in the used techniques, for instance interviews and observations. Third, it was addressed through critical and socio-cultural perspective. And finally, the studies were focused on teachers' conceptions of teaching English in a rural school.

The researchers found that the previous three studies presented the teachers' role as an important piece for the rural schools in Colombia, their worthy experiences contribute to social change in the context. Nevertheless, the interest to explore pre-service teachers conceptions teaching English in a rural area is latent, not only in terms of exploring their experiences, conceptions and contributions but also to evidence their role in the rural school.

Therefore, the following two studies are focus on pre-service teachers experiences teaching English in a rural area.

The fourth study in regards with pre-service teachers was carried out by Adie L. and Barton, G. (2012) who argued that the motivation of the pre-service teachers to choose teaching placement in a rural area was an international concern. Adie L. and Barton, G. (2012) approaches a socio-critical perspective in order to broaden the understanding of rural practicum centers. Its purpose consists in supporting pre-service teachers completing a rural or remote practicum to develop a deeper understanding of the 'places' in which they were teaching. Through interviews and case study notes, the researchers implemented a qualitative method based on the experiences of six pre-service teachers in their fourth and final year of study on their third (out of five) 4-week practicum, six supervising teachers and two University Liaison Academics (ULAs) in Australia. One of the results highlights that the nature of the people in rural or remote areas is constitutive. "The value of different support mechanisms provided for pre-service teachers attending a rural and remote practicum are investigated through theories of place and the school-community nexus" (Adie, L., and Barton, G. 2012). Based on the ideas provided by Adie L. and Barton, G. (2012) this case study has provided evidence of how

opportunities to hear and participate in local stories can support pre-service teachers to start to develop an embodied understanding of place.

Even though this article could be considered old, it gives a starting point, through important quotes that reflect a possible conception that the pre-service teachers have when choosing their practicum placement.

The fifth study was implemented in Rionegro, Antioquia and was carried out by Blandon, Morales, and Patiño (2017), who reported a study titled *Pre-service teacher lived experiences of teaching English in a rural context*. This study has as purpose the description of pre-service teachers' lived experiences about the teaching of English in a rural context. The study was centered in characterize the social perspective. The researchers selected five pre-service teachers from *Universidad Católica de Oriente* which were selected based on specific criteria such as belonging to 'Semillero New Rural School' and having the experience of teaching English in a rural context. The researchers collected the data through semi-structured one-on-one interviews and two focus groups. Blandon, Morales, and Patiño (2017) analysed the treated data through a microanalysis and it threw results based on representation, feelings, and practices which then determined the relevance of social relationships in the process of teaching English in a rural context.

Blandon, Morales, and Patiño (2017) point out in the study that the results might vary depending on the context in which it is implemented, the time when it takes place and the data collection methods used. As a result (1) the positive social relationships that take place in a total context are essential as a starting point to have successful teaching experiences, (2) The social relationship during the teaching of English in rural area context generates different feelings, (3) "The teaching of English in a rural context contributes to the pre-service teachers' teaching strategies through the relation with the context" (Blandon, Morales, and Patiño, 2017).

As evidenced in the three teachers' studies on the top, the project followed the states of a qualitative research and both of them were addressed through critical and socio-cultural perspective. However, there is a particular feature; The first study took place in a rural context of Australia and the second study took place in Colombia. Certainly, it allows the researchers to evidence a similarity between the concepts of rural context in the world. However, the principal feature to explore is presented in the results where both of the studies showed the importance of the contributes from the pre-service teachers' conception of teaching English in the rural school. The researchers perceive a low number of contributions from the pre-service teachers' experiences teaching English in a rural context, this reason engaged the researchers to listen to the voices of pre-service teacher and teachers not only in terms of highlight the importance of gathering their experiences and conceptions teaching English in a rural area but also for the broadly information the experiences contribute in the educational field.

The five previous studies presented various features in common with the current line of this project, the researchers found several contributions that enriches the investigation, for instance: the existing studies were selected under several common criteria and concepts as experiences, English teaching and rural context.

The first study is based on English teachers experiences to the understanding of the socio-cultural factors of English teaching process in rural areas. The second study refers to the conception of the rural area about the low interest that rural students have about the importance of learning English. The third project shows how teachers were able to construct their own tools overcoming different challenges in the rural area. The fourth study based on pre-services experience teaching English provided evidence of how opportunities to hear and participate in local stories can support pre-service teachers to start to develop an embodied understanding of place. And the last study considers the social relationships, contributes and feelings that change during the teaching of the English process in a rural context.

On one hand, the research projects explored allow approaching the way how teachers and pre-service teachers lived the experiences teaching English in rural areas, besides the challenges they have to face and the knowledge gotten through the eyes of the experiences.

On the other hand, several strategies, methodologies, elements applied in the previous papers light to construct the experiences during their practicum exercise in a rural school.

STATEMENT OF THE PROBLEM

The studies presented in the literature review led to the project into a close relation to the current situation for teachers and pre-services teachers teaching English in the rural context. There are many problematics that emerged in this field of knowledge, however, the authors focused their interest on the understanding of the current situation in regards to language policies in Colombia all along the last years.

During the last decade, *Ministerio de Educación Nacional* (MEN hereafter) has been supporting many programs that encourage the teaching and learning process of English in Colombia. The MEN (2006), through the *Programa Nacional de Bilingüismo - Inglés es el reto!*, proposed the basic standards of competence in English, these standards constituted clear and public criteria and established the basic levels of quality where students in all regions of Colombia are entitled. Its objective was to introduce the country in the process of universal communication, global economy and culture opening . Afterward, the MEN (2012) implemented the *Proyecto de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras* (PFDCLE). Its purpose was to prepare teachers and students in Communicative competence in English.

Years later, Law 1651 (2013), introduced the teaching of a foreign language in the education system of the country. This Law modified the articles 13, 20, 21, 22, 30 and 38 of Law 115 of 1994, which had organized the education system in Colombia. In order to develop the bilingualism, this new law regulated and distributed the responsibilities related to teaching

a foreign language in all educational institutions of Colombia. And last but not least, the MEN set up two programs recently. One is the *Programa Nacional de Inglés* (PNI, 2014) enacted since 2014, with the objective of making Colombia the most educated country in Latin America and the country with the best level of English in South America. And the other is the program named *Colombia Bilingüe (2014)*, that has been structured with the purpose of helping to improve students' communicative skills through establishing basic learning rights.

In addition, English for Colombia was an English training strategy for rural teachers in Colombia through the Proyecto de *Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras'* (PFDCLE) and *el Proyecto de Educación Rural* (PER). The main aim of ECO was training teachers for working in rural areas in primary school (first to third) and who do not have much command of English.

Although the project ECO aims to prepare teachers for teaching in the rural area, the proposal was not taking into account the real situations and conditions of the rural context. In fact, it seems that there are English teachers who have knowledge about the language that do not want to work in rural areas because of the decontextualization.

Based on MEN (2011) *Antioquia Bilingüe* was created in 2008 and it was carried out by *La Gobernación de Antioquia* and the Multinational Pearson. The main purpose is to achieve the language skills, using the Common European Framework, in 117 towns of Antioquia (*Ministerio de Educación Nacional, 2011*).

As a result, Rionegro and other surrounding municipalities were benefited. Although, Rionegro has its own bilingualism program called Rionegro Bilingüe program created in 2016, based on the interest of Rionegro municipal administration, to comply with the guidelines, objectives, and goals of the *Plan de Desarrollo*. The intention of this program was to achieve large competitiveness and insertion in the global market, through the students and teacher

training in the teaching and learning of English as a foreign language (Alcaldía de Rionegro, 2016).

This program is a great benefit for universities situated in growing cities. It allowed to increase the demand of offer a degree in foreign languages whose programs consist in English teaching and other language teaching i.e French teaching. One of those universities is the *Universidad Católica de Oriente* (Hereafter UCO), it gives students the opportunity to become English teachers through its foreign language program. This university is strategically located in Rionegro, Antioquia, known as *Capital del Oriente*, which in turn is surrounded by many rural and urban areas of the Antioquia east. Indeed, because of its location, UCO can support many processes in several nearby and far-away municipalities, and thus support processes for the strengthening of education in these areas. In this sense, UCO's pre-service teachers have the possibility to do their practicum in both rural area or urban area.

Taking into account the previous information, it is relevant to mention the number of students doing their practicum in different contexts. According to García (2019) information about pre-service teacher, 2018 - 2019. During the year 2018 one hundred forty-four (144) students did their practicum exercise in different institutions and language centres, private schools or urban schools; forty-three (43) of them chose a rural school, which is equivalent to 30% of the students. Furthermore, during the year 2019 one hundred fifty-one (151) students did their practicum exercise, of which the 24% did their practicum in a rural school.

For that reason, we were interested in carrying out our research project in a rural school in Rionegro, Antioquia, which is called *Institución Educativa Barro Blanco*, this institution is of the great interest for the research due to the significant number of UCO's students who had done their practicum exercise and the strong relation between this institution and UCO. During the years 2018 and 2019, this institution has had seven English pre-service teachers, belonging to UCO (García, 2019).

After having all this approach in regards with current language policy and the conclusions presented in the literature review, the investigators established a latent tension between teachers and pre-service teachers' experiences teaching English in a rural context and language normative policies without taking into account the possible conceptions the participants had about the policies. It is perceived that the experiences were treated based on feelings, values and conceptions that the teachers and pre-services teachers have about rural context, without making clear which relation exists between those conceptions and the policies. Then, among other aspects, it might be necessary to explore this relationship, in order to approach the teachers and pre-services teachers' conceptions about the current language policy established for English teaching, as a foreign language, in a rural context.

In view of the above, recognizing the importance of the English teaching process and the multiple features, it creates the importance of analyzing teachers and pre-service teachers' conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school of Rionegro, Antioquia.

RESEARCH QUESTION

After having this approach to the literature review and regarding the necessities declared in the statement of the problem, the researchers came up with the question: What are the teacher and pre-service teacher conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school of *Rionegro, Antioquia*?

JUSTIFICATION

The intention of this study is to analyse teacher and pre-service teacher's conceptions about the linguistic policy, in relation with their experience teaching English as a foreign language in a rural school of *Rionegro-Antioquia*. For this reason, the authors consider

necessary to clarify the employment of this study in terms of personal, academic and social contributions.

- With regards to personal contributions, the researchers consider this study as an opportunity to enrich their experiences as future teachers in the educational field, allowing them to visualize certain conceptions in terms of current language policy in contrast with the real scenario at the rural context. Besides, this project is a close approach to the English teaching context in a rural school which allows the visualization of new strategies, and the reinforcement of research competences. In addition to personal contributions, this research project allows identifying the strengths of the authors in the investigation, for instance: cooperation, empathy, responsibility, respect, teamwork, sense of belonging, the improvement of English and fostering the interest in the research field.

In respect of academic contributions. Firstly, it visualizes the importance of the current language policy besides showing which is their relevance for an English teacher and a pre-service teacher of a rural school. Secondly, it vindicates the necessity of teaching English as a foreign language in the rural context, and also, it broadens the spectrum about this subject. Thirdly, it reaffirms the importance of the English teachers teaching in the rural context and finally, it visualizes the pre-service teacher as educational agents in the rural school. In regards to contributing to the social field, the researchers desire the improvement of English teaching in a rural context; considering that the development of English current language policy has mostly focused on urban areas, it seems to leave the rural context in oblivion. In other words, education in rural areas should account for pertinence. “Pertinence in education has to do with the development of a proposal which considers the rural context in order to avoid exporting

traditional education designed by urban settings into rural context” (Ministerio de Educación Nacional, 2012, p.15).

Furthermore, the present study contributes to the social context in terms of the participants, the institution where this project will be carried out, and the university. Initially, through this project the teacher and the pre-service teacher could reflect not only on the different teaching strategies that implement in their class but also on the policies that rule the educational system. Talking about the contribution for the University, this project could be taken into account as a support for a curricular design based on the conception that the educational agents, involved in this research, have about the language policies according to their experience teaching English as a foreign language in a rural school of *Rionegro, Antioquia*. Besides, it helps too the current and future teachers to know the English policies in order to be contextualized before starting their teaching experiences.

GENERAL OBJECTIVE

To analyze teacher and pre-service teacher’s conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school of Rionegro, Antioquia.

SPECIFIC OBJECTIVES

- To characterize the Colombia’s current language policy.
- To recognize the knowledge of teacher and pre-service teacher about the current language policy in Colombia.
- To identify the judgments that teacher and pre-service teacher have about the current language policy in Colombia.
- To describe teacher and pre-service teacher’s English teaching strategies in a rural school in Rionegro, Antioquia.

CONCEPTUAL REFERENCES

Taking into consideration that this research project alludes to the teachers and pre-service teachers' conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school of Rionegro-Antioquia, the authors considered necessary to go in deeper with the following concepts seen in the research project because of the relationship with the literature and the research questions. The authors decided to logically sort the concepts according to the ideas relationship and connections, the concepts are: Language policies, English as a Foreign Language (EFL), English teaching, Strategies, Teachers, Pre-service teachers, Rural context, Experiences and Conceptions.

Language policy

The researchers consider necessary to define Language policy as a first concept in order to relate them with English as a Foreign Language. The authors highlight Johnson (2013) interpretation of language policy. Johnson defines language policy as a set of laws, regulations or rules dictated by a government as a part of language plan. On one hand, Tollefson (2002) pointed out that language policy in education are thus seen as having a relevant role in organizing social and political systems, besides, language policy must be understood in connection with broad, social, political, and economic forces that shape not only education, but also social life generally. On the other hand, McGroarty (1997) defined language policy as the combination of official decisions and prevailing public practices related to language education and use. Additionally, it includes language planning and language practices related to language teaching and learning. Within the previous interpretations, language policy alludes to a set of regulations edicted by the Colombian government as a part of language plan. According to MEN (2005) "through Bilingualism program, language policy not only emphasize maternal language, but also, foster foreign language, as English". In this case, a plan of bilingualism is considering English as a foreign language in Colombia.

English as a Foreign Language

The authors acknowledge the concept of English as a Foreign Language (EFL) as a key concept in this project, for this reason, it is considered crucial to know its definition. Collins English Dictionary (2018) mentions that the concept EFL is an abbreviation for "English as a Foreign Language". This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. Therefore, when the authors talk about EFL it is taught in countries where it has little or no internal communicative function or sociopolitical status (Nayar 1997: 31); it is just a school subject with no recognized status or function at all (Richards, Platt, & Weber 1985). This means that "EFL learners, unlike ESL learners, come into contact with English only in the classroom, and very little outside of it. And class hours in EFL conditions are inevitably limited." (Richards, Platt, & Weber 1985). English as a foreign language is a resource that many countries have adopted to improve their educational level, for this reason in their curriculum have implemented English teaching.

English Language Teaching

The authors consider relevant to define English Language Teaching, According to a close definition given by Collins Dictionary (2018) English Language Teaching stands to the practice and theory of learning and teaching English for the benefit of people whose first language is not English. In contrast with the previous definition Kumaravadivelu (2012) claims that English language teaching is much more than teaching language. It is not merely about transmitting phonological, syntactic, and pragmatic knowledge of language usage, but it is also about transforming cultural forms and interested knowledge so as to give meaning to the lived experiences of teachers and learners.

Taking into consideration the previous definitions mentioned, English teaching is not limited to, teaching a language, English teaching is about transfer appropriate knowledge in the educational field.

Teaching strategies

In order to define Teaching strategies, the authors mentioned Brown, Callahan, Harder (2012), interpretation which states that teaching strategies help all prospective teachers to acquire the basics of professional knowledge that are so necessary to facilitate learning for all students. Based on Farooq (2013), teaching strategy is a generalized plan for a lesson(s), which includes structure desired learner behavior in terms of goals, instructions and an outline of planned tactics necessary to implement the strategy. In addition, teaching strategy would be the methods of instruction used by the teacher to help students to learn and to apply their knowledge to achieve their academic goals (Finzi, 2018). Moreover, teachers must take into account the age of the students, their level, the setting of the class, the length of the class and the curriculum. The teacher might use different teaching aids to reach all students with different learning styles and abilities.

In virtue of the above, it is relevant that teachers and pre-service teachers implement adequate English teaching strategies in the classroom; in this sense, they can achieve the goals proposed for the class.

Teachers

To define the concept of teacher, the researchers found a suitable statement of this concept. On one hand, the interpretation of Chamani (2008) defines teachers as the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. On the other hand, Segne (2000) defines teachers as an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. One other interpretation mentioned by Elimu (2008) defines the teacher as the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain. The researchers agreed with this definition, because

they also believe that teachers have an impact not only in cognitive features but also in emotional behaviors.

Pre-service teachers

A further definition of pre-service teacher is given by Wallace (1991) quoted by Blandon, Morales, and Patiño (2017) who claims “the stage where beginning teachers obtain substantial on-campus coursework that they expect to transfer directly to the in-school practical setting where they begin to act as a teacher” (p. 13). As stated by Blandon, Morales, and Patiño (2017). They define pre-service teachers as a receiver of faculties of academical education based on their experiences provided by practicum at work, in this case at the school beginning teachers need experience in order to become teachers. In other words, pre-service teachers are training educational agent who base their knowledge on the practicum exercise in the academic field. Pre-service English teachers who do their educational practice have the option of choosing the urban or rural context. In this specific study focus is a pre-service teacher doing their practicum in a rural context.

Rural Context

Keeping in mind that the current study will be carried out in a rural school in Rionegro, Antioquia, it is essential to define “rural context”. Following the ideas of Blandon, Morales, and Patiño (2017). They considered pertinent for clarifying the concept “ruralidad” taking as a first step, the definition of this term. *Ruralidad* comes from Spanish but according to them, this term does not have a corresponding translation into English. The translation of the word changes the meaning, and for avoiding such ambiguity the authors decided to adopt the term Rural Context. As mentioned in the *Informe nacional de desarrollo humano* (2011). Rural Context is understood as the complexity that results from the relationships between five components; The first component is the territory as a source of natural resources. The second

component is the support of economic activities. A third component is the scenario of exchanges. A fourth component is the political and cultural identities and finally, the fifth component is the public and private institutions in which the system works.

Considering the points of view above, the authors found out that rural context is a social phenomenon developed in a rural environment. In agreement with Zamora (2010) ideas quoted by Blandon, Morales, and Patiño (2017), defines Rural Context as a territorial context with another way of living considering rural context as several settings with their proper characteristics, necessities and habits.

Experience

With regard to define experiences, the authors accused to Jornet and Roth (2014) definition, who express “experience is not something that belongs to or is had by individuals but rather denotes transactions in and across space and time within irreducible person-in-setting units; and it is perfused with affect that is not only the result of mental constructions” (p.1). Based on Jornet and Roth (2014) experiences refers to the continuous transactions that are attribute of “the very manner of living”

Dewey (n.d) definition, who claims “the experience does not exist in isolation. The culture, the way of doing things, the thinking pattern, the things and skills needed or not needed for living successfully in a social setting form the basis of experience in new or progressive education.” (p. 2). Furthermore, as is stated by Dewey (n.d) the experience is directly related to the manner someone is responding to an event. If there is no response or interaction from a person in a particular circumstance, the person is not having an experience. In addition, a person’s present or past experience is different, since it is influenced by culture, religion, location, among others. On the other hand, Fox (2008) defines experience as a complex and constructed reality. From the experience of the individual, the researchers believe that it is essential to know the conceptions that may face other realities

Conceptions

A simple definition found in Oxford University about conceptions claims: “the way in which something is perceived or regarded”. However, there are several researchers that have gone beyond this definition in order to have a better understanding of what a conception is; Pratt (1992) defines conceptions thus: Conceptions are specific meanings attached to phenomena which then mediate our response to situations involving those phenomena. The people building conceptions that virtually change our way of perceiving things and with these abstract conceptions we use them to delimit something from, and relate it to other aspects of our world. In effect, we view the world through the lens of our conceptions, interpreting and acting in accordance with our understanding of the world.

In the same line, Pozo et al. (2006) mentioned that the term conception has changed over time; firstly, it was said that it was the way how any situation is perceived by the individuals; subsequently, it was said that they were beliefs built through experiences and interaction with others; and finally, it was found that the term conception is related to implicit theories which are mental constructions that each person performs in the social environment in which he/she works. Finally, the previous concepts, as defined by different authors are going to be useful to understand the conceptual references of our research project better.

METHODOLOGY

According to our main objective, which is to analyze teachers and pre-service teachers' conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school of *Rionegro-Antioquia*, it could be said that this research is exploratory. According to Sabino (1992) this type of research is conducted when a specific topic has been little investigated or there are not enough previous studies. Furthermore, Baptista, Hernández & Fernández (2010) pointed out that exploratory studies are useful to

adapt an unknown phenomena, to obtain information about the possibility of carrying out a more complete research regarding a particular context and to investigate new problems.

In our literature review, it was evidenced that there is a lack of research about the conceptions that English teachers and pre-service teachers, teaching in a rural context, have about the language policy. Although, it is true that there were some items about the teachers and pre-service teachers' conceptions about English teaching in a rural context, but those articles focused on teachers and pre-service teachers' feelings in relation to their experience. In relation to the approach, it could be said that this study is qualitative since, as explained by Creswell (2013), this type of research, "studies things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p.7). At this point, qualitative research involves an interpretive, naturalistic approach to the world. In the same way, Galeano (2004), expressed that qualitative research can be useful to become familiar with a context, participants and different situations, before starting with the sampling process and the application of analysis tools. Thus, qualitative research makes sense when people know little about the subject or the situation that is going to be study.

Methodological approach

To carry out our research project, we decided to implement a phenomenological study, since as Arroyo et al (2009) explain that the objective of phenomenological research is the field of phenomena centrally as they are experienced by the individuals. In the same way, Aguirre and Jaramillo (2012), pointed out that "the phenomenological method contributes, in a privileged way, to the knowledge of school realities, especially, to the experiences of the actors in the training process " (p. 52). Therefore, the researchers considered that the phenomenology can help them to achieve the main objective of this project, which is to analyze teachers and pre-service teachers' conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school of Rionegro-Antioquia. As

it is defined in the conceptual reference, supported on Pozo et al. (2006) definition, the conceptions become from the beliefs that are built from the experiences, besides the conceptions are an internal process and they are related to the knowledge that someone has about something, for example in this case the teachers and pre-service teachers' conceptions about English policies and how they have embraced the policies. For the above reasons the authors decided to use a phenomenological approach.

Participants

The current study aims to analyze teacher and pre-service teachers' conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school from Rionegro, Antioquia. Certain features were taken into account at the time of selecting the appropriate rural school.

The first reason is the existing relation between this institution and UCO, which facilitates the authors to carry the research on there and moreover, allows the researchers to easily interact with the participants from the university. The second reason is the flexibility to develop the project in terms of time and place. And finally, as a third reason, the significant number of pre-service teachers from UCO who had been doing their practicum in the selected rural school. To support the provided information, the researchers attempted to collect the required information from the university (UCO).

The authors decided to include two participants in the research project following a specific criterion which determines their pertinence into the project. Firstly, the authors select one pre-service teacher attending eighth semester from UCO, who is doing her practicum exercise in the current rural school. Secondly, the researchers selected a teacher in charge of instructing the English as a foreign language classes which is supposed to possess the enough experience working in the rural school.

Data collection methods

The authors found necessary to gather information from the participants, and regarding this study object which is analyze teachers and pre-service teachers' conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school of Rionegro, Antioquia. The researchers used the following three data collection methods: interviews, non-participant observations and document analysis.

Interview

Following the objectives of recognize the knowledge and identify the judgments that a teacher and a pre-service teacher have about current language policy in Colombia the authors consider suitable the implementation of interviews as data collection method, Following the ideas of Burns (1997) quoted by Kumar (2011) "an interview is a verbal interchange, often face to face, in which an interviewer tries to bring out information, beliefs or opinions from another person" (p.329). Kumar (2011) says that interviews can also provide a variety of conceptions from the participants about current language policy in the rural context, however is necessary to formulate questions which triggers the experiences of the interviewer, the authors semi-structured interview, which will be based on specific questions of the subject. The authors decided to implement semi-structured interviews for this research because they consider most suitable semi-structured interview rather than structured interview in terms of collect conceptions from teachers and pre-service teachers.

Non-participant observations

Following the objective of describing teacher and pre-service teachers' English teaching strategies in a rural school of Rionegro-Antioquia and due to the fact that teachers' behaviors are observable the researchers consider admissible the implementation of non-participant observation in order to evidence the manner in which a teacher and a pre-service teacher teaching strategies are developed in class.

Based on Liu and Maitlis (2010) ideas. In this type of data collection, researchers enter a space where they can observe some activities that allow them to obtain a direct understanding of the phenomenon and the context, and thus reach the objective of understanding the situation. Furthermore, non-participant observation is often used in tangent with other data collection methods, and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods. (Liu & Maitlis 2010).

Document analysis

Due to the fact of the transcription of interviews and language policies are dispersed on documents, the authors selected document analysis as a third method. Based on Bowen (2009), Document Analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around and assessment topic. The documents can be printed or electronic form. In addition, Document Analysis is often used in combination with other qualitative research methods as a means of triangulation (Bowen, 2009).

In addition, Triad 3 (2016) document analysis can be used in many different fields of research and it can provide supplementary data. At the same time, documents can provide background information and broad coverage of data and are therefore helpful in contextualizing one's research within its subject or field (Bowen, 2009).

Taking into account before definitions given about Document Analysis and the main purpose which is to analyze teachers and pre-service teachers' conceptions about the current language policy according to their experience teaching English as a foreign language in a rural school of Rionegro-Antioquia. The researchers are going to analyze the different English policies that were created in order to teachers and pre-service teachers carry out in a better way the English teaching in different schools in Colombia.

Procedures

It has been considered, for this research project, to implement the following data collection methods: interview, non-participant observation, and document analysis, through which, it was possible to collect and file the required information for this research project. Firstly, the document analysis helped to recognize what is the nationwide current language policy in relation to English teaching, and also, to recognize which are the language policies in the institution. Subsequently, the non-participant observation allowed the authors to describe which are the English teaching strategies used by the pre-service teacher and the teacher in the rural context. Last but not least, a semi-structured interview carried out in order to identify what are the teacher and pre-service teacher's conceptions about the English teaching policies.

In order to start with the data collection, first, the researchers implemented the interview, considering that applying this method the participant would be more assure since if the investigators start with the observation maybe the participants would feel uncomfortable. The interview was conducted by two researchers and it was carried out in Spanish so the participants could express their ideas in a free and reliable way. The interview was carried out with two participants; one English teacher from a rural school and a pre-service teacher who was doing her practicum in a rural institution. It took about one hour and a half per participant.

After applying the interviews, two researchers were in charge of transcribing them. It was estimated that the transcription of each interview would be at least three hours. Another reason why researchers used the interview as the first data collection method is that a relationship of trust was established, where the interviewers could explain to the participants what the main purpose of this interview is.

The second data collection method that the researchers applied was the observation, through this method it is hoped to get relevant information about the teaching strategies according to the current language policy. In order to achieve the objective proposed, two researchers moved to the rural institution to observe an English class, one for the teacher and

one other for the pre-service teacher. The researchers observed the class while taking notes about the development of the activities, researchers took into account several criteria at the time to observe. Helped with a support matrix as an instrument of observation, the researchers answered each question already posed in the matrix related to the elements took in class, for example, the organization of the class, the use of English in the class, the role of the students and the strategies for teaching English. Another element appeared within the observation called the discipline of the group which determined the behavior of the students while the participant was teaching English.

Once the investigators finished observing the class, they wrote a descriptive report about the elements observed in the teacher and pre-service teacher class. Matching the questions already planted in the matrix with the observation many details came from the report that illustrated each moment of class transition and helped out the researchers pointing out several elements that influenced the normal class development.

Finally, the researchers created a matrix to characterize the Colombia's current language policy. in terms of instrument, the document analysis granted to formulate questions in order to look deeper into the current language policy of Colombia, this document allowed to understand how the current language policy answer to the necessity of the rural school according to the documents of public access located in the official page of MEN.

Moreover, the researchers made an analytical synthesis that highlights the elements that current policy has about their aspirations and because its implementation is important for learning a foreign language. In addition to this, what are the characteristics that an institution must have in order to be chosen for the implementation of the current language policy and, subsequently, contrasts them with the current codification. It is considered pertinent for the group of researchers to apply the documentary analysis because the research requires a frame of reference to address the question and observation.

Data Analysis

In order to analyze the data, gathered by the instruments, the investigators considered important to mention the steps that were followed in the research project to analyze the information assembled. In order to categorize the information obtained for the four objectives, the researchers used grounded theory. As proposed by Strauss and Corbin (2002) grounded theory is a qualitative method that helps to analyze data in order to get reliable results. Furthermore, through this method, people can conceptualize, reduce, design categories and connect the information for the purpose of achieving a code. Based on Strauss and Corbin (2002) the method mentioned before allows researchers to code through three sequential techniques which are open, axial and selective codification.

With the objective of carry out the first specific objective which is to characterize the current language policy, an analytical synthesis was developed based on *Colombia Bilingüe* platform which is located in aprende.colombiaaprende.edu.co and in a document named *Modelos para la Implementación de un Programa de Formadores nativos Extranjeros*. With the documents mentioned before the researchers made a recognition of the changes that have been implemented in the policy for English teaching in conjunction with the current Colombian language policy.

After we had applied the interviews and observations it is considered relevant to mention the steps for the development of this information. The first step carried out was the transcription of the instruments mentioned before. Then, we read carefully the information transcribed in order to understand it better.

The second step was to categorize the data, for that we use a chart divided into four columns, in each one of them were the objectives where we were naming and placing each participants' answers in order to separate the significant data. For the process of assigning categories, we used keywords or phrases extracted from each answer.

The third step was to create general codes in order to group the categories, filter and narrow the information. For that we assigned a name taking into account common aspects that we found among the categories. After having the categories into the umbrella codes we organized it in a logical way in order to make the information more understandable. Finally, we create a super general code that includes all the other codes for a later start to write the results.

Limitations

The main difficulties in conducting the methodology could be firstly, that the principal of the institution denies us permission to conduct the research in that place, secondly, we only have two participants, an English teacher and an English pre-service teacher, since it is complex to find more of them working in the same institution, third, the participants could have a big amount of academic responsibilities and maybe they do not have time to attend to us to do the interview, and finally, we run the risk that one of the participants refuses to contribute to the research.

Ethical Considerations

Considering that our project will be addressed in a public institution in Rionegro-Antioquia, with two participants, it is important to take into account the relevance of ethical principles, in order to preserve anonymity, keep the data secure and to protect the human subjects. Furthermore, qualitative studies are frequently conducted in settings involving the participation of people in their everyday environments. Therefore, any research that includes people requires an awareness of the ethical issues that may be derived from such interactions (Eisenhauer, Orb & Wynaden, 2001)

As stated by Eisenhauer, Orb & Wynaden (2001), “Ethical principles can be used to guide the research in addressing the initial and ongoing issues arising from qualitative research

in order to meet the goals of the research as well as to maintain the rights of the research participants” (p. 93).

In light of the above, the authors implemented the following ethical considerations. Informed consent is a significant form, that allows the researchers to obtain permission from the institution and the participants in order to carry out the research in a legal way. Moreover, participants in the interview will be briefed fully on the purpose and conduct of the research. It will be made very clear to them that participation was voluntary and they could withdraw themselves of the project at any stage without penalty.

In addition, we described clearly to them the purpose of this study so that they knew what we were doing. Also, we explained to them that the information gathered through the interview and the observation would be confidential and anonymous. When all participants agree that they understand everything clearly, they were asked to give their consent to participate in this study by signing a written consent form.

On the other hand, the authors will try to minimize the damage that can be caused to the state, the institution, the university, the students and the participants. Firstly, the researchers commit to respect the good name of the institution where the study will be carried out and the university. Secondly, the investigators commit to respect the participants’ schedules and the contract that they have with the institution in order to they can accomplish their working day and the students can have their complete classes and they do not see their academic process affected. Third, the researchers will not evaluate the participants’ language level, their knowledge or their teaching strategies. They will only be focused on English policies.

RESULTS

The obtained results reflected different factors that determine the perception about the implementation or application, by the teacher and the pre-service teacher, of the current EFL teaching language policy in a rural context. Thanks to the interviews it was possible to find

different elements such as: the personal conceptions of the pre-service teacher and the teacher regarding their experiences teaching English in different contexts, the influence of the role and conditions of the school, the characteristics of the population, the relevance of the language policies in a rural context and how the process of teaching English as a foreign language is carried out. Thanks to the document analysis, it was possible to highlight the main factors, and its dynamics with the rural context, of the current English teaching policy in Colombia.

Characterization of the current language policy in Colombia

Following the first objective which is to characterize the Colombia's current language policy, the researchers established a new code called characterization of the current language policy which displayed relevant results to our research project. Taking as reference the platform of *Colombia Bilingüe aprende.colombiaaprende.edu.co* and the *Modelos para la Implementación de un Programa de Formadores nativos Extranjeros* the researchers applied the document analysis. Thanks to this data collection method it was possible to highlight the criteria that institutions should follow to be considered *focalizada*; on one hand, the criteria are especially aimed to urban educational institutions rather than to rural schools, as evidenced by the following fragment gather from the document analysis:

“Este programa tiene como prioridad para los próximos 10 años el fortalecimiento de la asignatura de inglés junto con su proceso de enseñanza y aprendizaje a través del uso eficiente del promedio de horas que está establecido actualmente para primaria y secundaria; este programa, además, está dirigido especialmente para las instituciones que estén ubicadas en un área urbana, contar con más de 240 estudiantes entre los grados diez 10 y once 11 de secundaria, una intensidad horaria de tres horas de inglés semanales y disponer de docentes de inglés” (Document analysis, November 23th 2019)

On the other hand, the document reflected reasons why an institution would not be able to count on the foreign language strengthening project. To evidence:

“Es importante mencionar que de acuerdo con el Teach Challenge (2014), la falta de recursos es la principal razón por la que las instituciones no presentan proyectos relacionados con el PNB. Además, el programa no hace parte de la política pública de la administración de algunos municipios, por eso los planes de desarrollo pueden ser determinantes si no se ha incluido el bilingüismo como proyecto estratégico de la institución.” (Document analysis, November 23th)

According to the document analysis, it was found that Colombia Bilingue is carried out mostly in institutions considered *focalizada*, however, these institutions are commonly found in cities or municipalities near metropolises. To illustrate:

“(...) solo existen tres municipios que cuentan con instituciones focalizadas en la Región de Antioquia. Para ejemplificar, en Medellín existen 21 instituciones focalizadas, Envigado cuenta con 7 y finalmente Sabaneta cuenta con 2 instituciones educativas focalizadas” (Document analysis, November 23th 2019).

Language policy

Through interviews with the teacher and the pre-service teacher, the researchers found that there was a certain recognition on the laws, programs and language policies that had been implemented in not only Colombia but Rionegro too, and also how it has evolved. Furthermore, it was possible to evidence how the participants' first approach to the Language policies. In addition, it was discovered the conceptions that the participants have regarding the relevance of the implementation of the language policies in the rural context and the importance of knowing those policies.

Regarding the recognition of the laws, programs and language policies, the participants showed a superficial knowledge about them. They knew that there exists a policy normativity

but they did not know it in depth. When they were asked what they knew about the normative framework of language policies, their answers were short and inconclusive. Three answers taken from the interviews of the teacher and the pre-service teacher show it:

- Hay una que es en el Plan Decenal del 2015 o 2019 al 2019 vigente pero no sé más, no sé decirle como el nombre, yo sé la época, pero no sé si tiene algún nombre así “política pública educativa para la enseñanza del idioma extranjero” (Teacher, interview, October 7th 2019).
- La Ley General de Educación del 94 de la no me acuerdo, tiene como un 15 por allá (Teacher, interview, October 7th 2019).
- Colombia Bilingüe (Pre-service teacher, interview, October 3rd 2019).

Indeed, the information emerged from the interviews reflected a lack of recognition on the language normative framework for the ELF teaching process. When the participants were asked for the possible reason causing this lack of knowledge of the normative, there appeared two different perspectives about it. On one hand, appeared the selflessness of being updated with the current policies caused the unawareness of the laws, programs and language policies that exist by the teachers. The following answers from the interview with the teacher evidence the above mentioned.

Algunos porque no la quieren conocer, algunos porque no les gusta el inglés, muchos otros es porque no les han dado la capacitación pertinente (Teacher, interview, October 7th 2019).

(...) hay muchos profes que ni siquiera la conocen todavía y está vigente hasta este año. Profesores que no conozcan una política que se supone que está vigente, entonces qué pasó ahí? (Teacher, interview, October 7th 2019).

On the other hand, this lack of knowledge is not due to teacher and pre-service teacher' interests only. It is also due to the lack of deepening in topics like policies during their training process. Even though they took subjects that were about English teaching policies during their career, they just learnt the tip of the iceberg of the language normative framework in Colombia. As expressed by the pre-service teacher during the interview:

- La verdad esas clases sólo las veía una vez a la semana (Pre-service teacher, interview, October 3rd 2019).
- Pero que uno diga es que me sé qué política tiene que ver con qué, en realidad uno las aprende, uno las entiende cuando las vive. No aquí en la universidad, porque uno aquí en la universidad las ve pero a groso modo (Pre-service teacher, interview, October 3rd 2019).

In addition to the recognition of the normative framework about English teaching, it is able to set differences between the ways in which the participants got knowledge of the normative framework. When the teacher was asked how he/she got known about this normative framework, this participant answered:

“en la universidad no fue, de pronto cuando empecé como a pertenecer a este contexto, que íbamos a capacitaciones y uno escuchaba hablar que hay unas políticas, que el Plan Decenal, que hay una cosa de Colombia Bilingüe; ahí empecé como a escuchar y a tener conocimiento (...)”(Teacher, interview, October 7th 2019).

During the participants' training process at university, there was not any subject regarding the normatives and policies about teaching English in her/his career. As a result, the most common communicative resource employed by the teacher was exchanging information with colleagues who knew about it. Notwithstanding, in the case of the pre-service teacher the phenomenon occurred differently. When this participant was asked the same question she answered the following argue:

“ (...) un semestre vimos las políticas como en el segundo [o] tercer semestre, por allá como en el cuarto o quinto creo que fue en teoría curricular, no recuerdo bien qué semestre fue, también uno las ve un poquito más profundizadas” (Pre-service teacher, interview, October 3rd 2019).

Later the participant added “(...) Teoría curricular era acerca de las políticas del inglés que había en Colombia, o sea acerca de Bunny Bonita, de Escuela Nueva y todo eso”(Pre-service teacher, interview, October 3rd 2019). In other words, there is a remarkable change in how the policies were covered throughout the training process of the participants.

Facing the situation of English teaching policies in the past, the teacher expressed:

“10 años atrás yo no escuchaba hablar de eso, 5 o 6 años atrás yo no escuchaba hablar de que había como ciertas cosas donde se regulaba, se establecía, se decretaba el derecho al aprendizaje o la enseñanza de una segunda lengua (...) yo me gradué en el 2006 entonces digamos en el 2004, 2005, yo no escuchaba hablar de eso” (Teacher, interview, October 7th 2019).

School

Throughout the data collected, our results highlight, firstly that the rural school has an academic workload where the teacher is required in the institution, the feature we found more relevant was that the rural school have not enough personal to cover teaching hours. English teachers are even relocated to teach in another area with minimal relation, for example, an English teacher teaching arts or ethics. Another feature found was that hours for English teaching are not enough for an appropriate English process, English hours are short and even in some cases the process is not constant due to the institution trim the English hour to extend the hour for other areas, the pre-service teacher stated the ideal for the current English teaching is between five and six hours per week “Pues que sonaría algo exagerado, podría ser una hora diaria” (Pre-service teacher, Interview, Octubre 3rd 2019).

Another feature found in the research was the influence brought by the context of the institution. The trajectory of the teacher and their experience in both contexts, urban and rural manifested the difficulty of passing from a private school to a rural public one. The differences vary from spaces, environments, the group of colleagues and the level of demand in the institution. Although there are many comparisons between an urban and rural institution both participants agreed that the two contexts are very different.

One main contrast between a rural and an urban public context was the English learning motivation, according to the Pre-service teacher, the students did not have any motivation to learn a foreign language. To illustrate: “La motivación por aprender una lengua extranjera no, no la había.” (Pre-service teacher, Interview, October 3rd 2019).

Adding to the previous one, the pre-service teacher experience illustrated that the rural institution did not have enough resources to work, the simple fact of not having recording equipment or television made a notable difference, the material had to be brought by the teacher or the pre-service teacher. “(...) una grabadora, traiga de su casa, material consígalo usted” (Teacher, Interview, Octubre 7th 2019).

In contrast with the previous idea, the teacher stated in the private institution they had enough material to work in the classroom. To illustrate: “allá todo lo teníamos” (Teacher, Interview, October 7th 2019).

Besides, accessibility to the urban institution was facilitated by the accessibility offered by the transport routes, this benefice motivated students to assist to the institution. For this reason, the teacher emphasizes the importance of localization at the school. It seemed to be a key point in terms of school context because her experience in a rural school was somewhat remarked by the distance in the rural school, for instance. “(...) nos tocaba inclusive desplazarnos como en transportes a cierta hora y si no nos dejaba y muchas veces si ya se hacía

horas de la tarde nos pagaban un transporte que nos recogiera al mismo colegio” (Teacher, Interview, October 7th 2019).

Another aspect to highlight in the results was the support the teacher and the pre-service teacher received during her process of teaching English as a foreign language. This support was evidenced in different ways, one of the most remarkable is the principal's support for the teacher expressed by the teacher who states that if there is any difficulty with the group or new proposals for the institution, the principal will support the process by listening openly. This idea is supported by the comment made by the teacher illustrated in the following fragment: “Si hay alguna dificultad con un grupo entonces buscan pues como la manera y es muy abierta a escuchar propuestas o cosas que uno tenga para trabajar con los chicos” (Teacher, Interview, October 7th 2019).

The accompaniment by the cooperating teacher (CT) was a noticeable feature we found in the results of this research because the co-operating teacher serves as the pre-service teacher's support in the process of educational practicum exercise. Even the simple fact that a teacher allows a pre-service teacher to be part of their class is notorious support in the process, for instance:

“la misma institución me asignó el CT, pero yo lo quería hacer con los grados novenos, pero el profesor que tenía novenos era un poquito difícil entonces me dijo que no, que él no me iba a dar el espacio, que él no se iba arriesgar conmigo, uno respeta también eso y a este profesor al que fue mi CT, yo lo conocía del semestre anterior que había hecho unas observaciones para el trabajo de grado, hice las observaciones con él entonces él me conocía y me dijo sí hágale, yo le doy el espacio, yo no tengo problema” (Pre-service teacher, Interview, October 3rd 2019).

Supported by the CT, we detect certain freedom to plan the class, due to the backing of the CT for innovating the process in terms of teaching English in class, this process was

supported by the constant approval of the teacher, as evidenced in the following testimony “(...) la verdad sí, siento mucha libertad porque ella es un respaldo muy grande, o sea ella se ha prestado para lo que uno le proponga” (Pre-service teacher, Interview, October 3rd 2019).

A good interaction between the CT and the pre-service teacher granted to expand the creative process of teaching English in such a way that the CT even advises the pre-service teacher with several ideas for the next English sessions. This interaction can be illustrated in the following interview fragment: “(...) cuando terminamos la clase yo hablo con ella y le digo que tengo pues como pensado para la próxima clase, entonces ella me da pues como algún consejito y eso, tráeles algo en cuanto a tal tema” (Pre-service teacher, Interview, October 3rd 2019).

The absence of the CT can play a determining role in terms of responsibility. As a pre-service teacher, it is necessary that the teacher observe certain behaviors of the students and support the process of the practicum exercises. To illustrate

“(...) al llegar al salón, nos comentaron que la CT no asistió ese día a clase por lo que la practicante estaba bajo la responsabilidad de otra docente quién firmó y autorizó el ingreso de los observadores al aula” (Pre-service teacher, Observation, October 31st 2019).

“(...) Una vez organizados los estudiantes, la docente abandonó el salón dejando a cargo a la practicante” (Pre-service teacher, Observation, October 31st 2019).

At last but not least, it is worthy to highlight another feature found in the interview with the teacher. The position of the school according to the ICFES tests allows the school to be well recognized for its academic level due to the high score obtained, the constancy in the results of the tests has been preserved in the same way the students said that the institution lives a good working environment.

Teacher / pre-service teacher

During the development of this category of results about teachers and pre-service teachers we will find information related to: Teaching place, Language level certification, Personal conceptions and Experience in teaching English.

After analyzing the results obtained from the data collection of the interview, the researcher found an important aspect as the process that the teacher had to do to be able to access a teaching place, what characteristics should be fulfilled and how was the selection process.

Another relevant aspect that was evidenced was how the teacher is appointed by the *Secretaria de Educación Departamental* to teach the area of English, but from the institution other areas are assigned to complete her academic load, that she could give another area in which her title is related. “sí, porque mira yo soy titulada en español e inglés, pero cuando vamos a concursar tenemos que escoger por una, español e inglés, yo elegí concursar por inglés, entonces mi nombramiento está en inglés, no me pueden dar otra área (...)” (Teacher, interview, October 7th 2019).

Furthermore, the interview showed us that in the teaching process of the teacher it is important to certify her level of English because this brings benefits in programs, for example: Rionegro Bilingüe.

“(...) uno opta por el título, pero allá no le dice están en el nivel tal, nivel tal, que ha pasado que yo he tratado de participar en todas las capacitaciones, cursos y todos estos eventos de formación que ofrece el municipio, y más ahora con lo de Rionegro Bilingüe” (Teacher, interview, October 7th 2019).

In addition to the certification there are tests that are very demanding. To illustrate this idea.

“(...) entonces hemos tenido la oportunidad de tomar estos exámenes, el Aptis, el Ielts y según ese tipo de cosas los exámenes nos han certificado en unas habilidades en b1,

habilidades en b2 y ya, pero que alcanzar el c1 o el c2 no, todavía no.” (Teacher, interview, October 7th 2019).

Another feature found was the personal conception. This element takes an important role during the research owing to the teacher’s and the pre-service teacher’s conceptions of various elements, for example: Rurality, teaching in a rural context, student aspirations, the conception of the policies of the teaching of English, as they understand the application of some educational models in the rural context.

One on hand, the teacher’s conception of rurality is that it is cut off from sectors that are easily accessible, so, one of the best examples to illustrate it, is through this statement “un espacio donde no encuentras mucho acceso a lo que hay en la ciudad digámoslo así desde la parte de educación, desde entornos ambientales como de empresas, poder acceder de pronto a toda esta parte industria” (Teacher, interview, October 7th 2019).

On the other hand, the pre-service teacher shows two positions before her conception on rurality. First, in a very general way “hay lugares rurales que están muy olvidados, mucho y no solamente por la política, sino por uno mismo porque uno sinceramente a veces piensa ah no esos niños uno para qué va ir allá si no tienen nada.” (Pre-service teacher, Interview, Octubre 3rd 2019). Whereas, expressed preference for rural areas. “siempre me ha gustado lo rural, siempre me ha gustado como el campo, las cosas alejadas de lo contaminado, de las mentes contaminadas” (Pre-service teacher, Interview, Octubre 3rd 2019).

Other important aspect that we found in the results was the conception that the pre-service teacher of the students of the Rurality has, for example, of the aspirations that they have when they finish their basic studies, since she mentioned it from their point of view.

“bueno, me tocó una población que uno pensaría difícil, no lo es tanto, no es tan dañada como uno piensa, muchos de ellos sí quieren ser abogados, ingenieros, los profesores

incluso y otros sí solamente están allá para terminar once y ya” (Pre-service teacher, Interview, Octubre 3rd 2019).

Furthermore, we found the possible causes of student desertion from the conception of the pre-service teacher. To illustrate:

“Ellos están en un colegio y básicamente salen de quinto y muchos de ellos no vuelven, muchos, la gran mayoría, más del 50% no vuelve, por qué? Por lo mismo, ya hice hasta quinto de primaria, yo ya no necesito nada más ”(Pre-service teacher, Interview, Octubre 3rd 2019).

Likewise, the researchers identified that teaching is related to challenges. Both the teacher and the pre-service teacher must be in constant preparation in order to provide quality learning to the learners. To illustrate “bueno es difícil para ellos, porque hay muchos que son licenciados en primera infancia y para ellos es más fácil dar unas materias que otras, les tocaba enseñar algo que ni ellos mismos conocían (...)” (Interview Pre-service teacher, Octubre 3rd 2019). In addition, importance is given to the knowledge that teachers should have about teaching policies for example, bilingualism policies, teaching model *Escuela Nueva*.

“(...) usted puede estar en este semestre en un colegio urbano, con política de Colombia Bilingüe y listo, súper bien, usted se sabe de patas a cabeza Colombia Bilingüe. Pero por razones ajenas a usted por lo que sea le toque irse para una zona rural y no sepa qué es escuela nueva ¿usted qué va a hacer?” (Pre-service teacher, Interview, Octubre 3rd 2019).

Finally, the experience is a very important factor of the formative process of the teachers, during the process they will be in institutions where they feel comfortable, perhaps in others, it costs them more in the context, but the truth is that it is a process of challenges and joys.

“bueno, en el primer semestre yo la hice en un colegio público urbano, me pareció excelente la experiencia, con bachillerato (...) ya esta la estoy haciendo en primaria en un colegio rural, me ha parecido muy difícil, realmente difícil, no pensé que me fuera a dar tan duro.” (Pre-service teacher, Interview, Octubre 3rd 2019).

This is another testimony “Fue súper buena, me quedó gustando muchísimo (...)” (Teacher, interview, October 7th 2019).

Teaching

In this category the researchers found different subcategories that are connected between them and which will be discussed in a more detailed way below. They are materials for English teaching, strategies for English teaching, motivation for English learning, curricular adaptations, role of educative agents, factors that affect the English teaching and group discipline.

After researchers had analyzed the results obtained from the interviews and observations, they found a main category called *materials for English teaching*, in which they analyzed that the participants have noticed that in rural schools is common the lack of materials for English teaching and in some others there are some of them but they are obsolete or disrepair. Furthermore, the researchers found that in some rural schools, teachers have to create the materials for English teaching, borrow some of them or even adapt other materials in order to facilitate the teaching process. The following is a testimony to prove this

“en la parte de por allá yo estaba haciendo la práctica todo le tocaba a uno hacerlo porque realmente lo material más bien poco o en calidad de préstamo lo que uno pudiera prestar de la institución para llevarlo o rotarlo por las veredas”(Teacher, interview, October 7th 2019).

Nevertheless, it is important to mention that the participants expressed that at the institution where they are currently working there are some materials that help with the process

of ELT, moreover it could be evidenced with the observations that the classrooms have some technological elements and things like TV, board, desk, chairs, among others.

On the other hand, the investigators found that the participants recognize and have knowledge about the materials provided by the government and the Rionegro Bilingüe program for English teaching. Since, mainly the teacher had implemented materials provided by both Colombian programs (Rionegro Bilingüe and Colombia Bilingüe). To illustrate this idea:

“(…) pues yo conozco cuando nos han mencionado que llegaron recursos o materiales del Ministerio son unos libros, yo me acuerdo que para primaria era un programa disco BUNNY BONITA luego llegó el ENGLISH KIT que es esta serie que ellos manejan, ahora tienen un currículo sugerido que lo hemos adoptado, lo hemos trabajado, lo hemos ajustado como a nuestra planeación (…)” (Teacher, Interview, Octubre 7th 2019).

The second subcategory found by the researchers was related to the strategies for English teaching, in which they analyzed that teacher and pre-service teacher use different strategies for English teaching in order to foster in the students an interest and pleasure in learning a foreign language. One of the strategies implemented by the participants is to plan the classes based on the context and the students' interests. For instance “Si les gusta tanto lo agropecuario, enseñarle cositas agropecuarias en inglés” (Pre-service teacher, Interview, October 3rd 2019).

Likewise, the investigators identified that the participants not only use the board and markers to teach the target language, but also, they implement didactic activities in classes such as games and warm ups to engage and motivate students and also as a tool for English teaching. It can be evidenced in this statement

“La clase en sí comenzó con un warm up, el cual fue dirigido por una estudiante, ya que según pudimos escuchar cada clase un estudiante está encargado de iniciar la clase

con un warm up que se conecte con el tema que se va a tratar en la clase” (Teacher, Observation, October 24th 2019).

In third subcategory about the motivation for English learning, the researchers could find that in some rural schools more motivation is needed on the part of the teacher, since the pre-service teacher expressed that long ago, students of the remote rural area do not have an incentive to learn a foreign language. But this conception had been changing since in the school where the teacher and pre-service teacher are working, it could be evidenced that the students feel motivated and show more interest in learning English. Even the students like to participate in extracurricular activities related to English. This is one of the testimonies that affirmed:

“porque están haciendo algo que les gusta, porque como lo llamamos el centro de interés entonces ellos optaron por inscribirse en algo que les gusta, les apasiona y ven que es algo diferente a lo que se hace en clase y no solo tengo estudiantes míos, sino de otros grupos que yo no les doy y se encuentran con otros chicos que no están todos en su curso, entonces aprenden de uno que sabe más o se retroalimentan, se acompañan y ahí todos aprendemos” (Teacher, Interview, October 7th 2019).

The fourth subcategory that the researchers found is related to curricular adaptations, in which we can analyze that teacher plan the English classes based on Suggested Curriculum of *Ministerio de Educación Nacional*, and make some curricular adaptations for students with special educational needs. Furthermore, we could identify that the institution, where the participants work, have made some curricular adaptation for students with hearing impairment. These statements give proof of that “(...) pero hay algo muy interesante que les voy a contar, y es que la profesora, una de las profes del aula para sordos les está enseñando inglés a los sordos, por medio de señas” (Teacher, Interview, October 7th 2019).

The fifth subcategory is associated with the role of educational agents, in which the investigators found that to be a teacher the vocation is needed, since it is not an easy profession, considering that sometimes teachers who work in remote areas should be away from their families and face different challenges. Besides, being a teacher goes beyond a specific knowledge, since a teacher should play different roles in the society among them transform lives. As one of the testimonies affirmed

“a los profes, a los mismos profes o sea uno no solo está cambiando la vida de los muchachos o de los niños, sino de esos profes que uno diría entre “vieja guardia” que tiene una concepción de enseñar el inglés muy diferente a la que nosotros vamos a llevar, entonces ellos se llevan ideas se llevan curiosidades, que ellos después implementan”(Pre-service teacher, Interview, Octubre 3rd 2019).

Additionally, teachers should have an active role in the educational process, because they must accompany their students in the English learning process and give support to each one of them. At the same time, the teacher and students must give the students an active role during the English classes like is expressed in this quote “cosas en las que ellos mismos puedan indagar, averiguar, preguntar, como que ellos mismos muestran el interés por el idioma” (Teacher, Interview, October 7th 2019).

The sixth subcategory is connected with the factors that affect the English teaching. Some of these factors are the number of students, lack of use of English by the pre-service teacher, lack of clarity when giving instructions, lack of feedback, lack of materials or some difficulties to access to them, lack of spaces for English teaching. Besides, there are some difficulties and limitation to implement the language policy and for achieving the main purpose of it. One of the testimonies affirmed

“bueno, es que la idea es muy buena, la idea de Colombia Bilingüe es excelente, es muy muy buena, el problema está es en la intensidad horaria, ya que en las instituciones

educativas no se da la intensidad horaria que se necesita para que un chico de 11 salga con un B1” (Teacher, Interview, October 7th 2019).

The last subcategory is related to the group discipline, in which the researchers analyzed that is most difficult for the pre-service teacher the group management, considering that during the observation it was evidenced the students’ misbehaviour and the omission of some activities because of that. Besides, the pre-service teacher expressed her non-conformity with the indiscipline. To illustrate:

“Durante la tercera exposición, la practicante manifestó su inconformidad con la disciplina el día de la clase, también expresó el deseo de cambiar de puesto a sus estudiantes con la finalidad de controlar la disciplina del grupo “yo puedo resolverlos” dijo ella” (Pre-service teacher, Observation, October 31st, 2019).

To conclude the results, we can say that the participants have knowledge about the current language policy and equally they recognize it. Additionally, the researchers could identify the judgments that a teacher and a pre-service teacher have about the current language policy and the others language programs like for example *Rionegro Bilingüe*. Likewise, it was possible evidence teaching strategies used by the participants teaching English in a rural school. In order to value the results, it is important to contrast it with what other researchers have found about the Colombian language policy.

Population

After analyzing the final result obtained from the data collection method, the investigators found the last category obtained from the selective codification. The population is a code created from different relations from one code gathered in the axial codification. This code is called characteristics of the rural community which was obtained due to a conception of the pre-teacher about people from a rural community. To evidence the precedence of this code according to the pre-service teacher, these people are calm, people who are not fighting

for subjects like the taste for a soccer team that seems to be common in the urban zone. To illustrate “(...) uno en el campo casi nunca ve gente peleando por eso, o sea uno en el campo no ve personas peleando por el color de una camiseta, eso no se ve” (Pre-service teacher, interview, October 3rd 2019)

One of the characteristics of the rural community is solidarity with the people. Seen from a socioeconomic way, the experience obtained by the teacher teaching in a rural school was the fact of visualize people of very low strata whose labor situation did not allowed to progress in the academic field. To illustrate this idea:

“(...) uno sí veía, por ejemplo, personas de estratos muy bajos o que si trabajaban no podían terminar sus estudios o madres cabezas de familia o chicos que no tenían mamá o no tenían papá o desplazados, allá sí era un contexto netamente rural, aunque se tenían que desplazar a pie porque no pasaba el transporte por ahí o que simplemente su condición económica era los oficios de la tierra” (Teacher, Interview, Octubre 7th 2019).

The characteristics of the students in the context according to the experience teaching English in the practicum was difficult. Some students tend to ignore the Cooperative Teacher (hereafter CT) who is an English teacher in charge of monitoring and accompanying the process of educational practice of the pre-service teacher in the classroom, besides, the obstinacy from some other students became such a difficult to manage the class “(...) Hay niños con los que ni siquiera la profesora, la CT ha sido capaz, entonces son niños muy llevados de su parecer a pesar de la corta edad son muy difíciles de tratar.” (Pre-service teacher, interview, October 3rd 2019).

The pre-service teacher also related the cognitive difficulties that some of the students taking the English class have in terms of learning “Tengo también muchos niños diagnosticados

con síndrome de asperger, tengo autismo, tengo un niño diagnosticado como desafiante, hiperactividad toda la que quieran, entonces ha sido muy complicado.”(Pre-service teacher, interview, October 3rd 2019).

The willingness of the students in the English class is deeply associated to the comfort they can feel in class to participate, even some of the students felt so confident during the class that they spoke English and share their ideas with the teacher, it evidences the active role of the student which depends on the strategies in the English class. In this case, the insufficient participation of the students would cancel the activity, this condition pushed the rest of the students to participate as illustrated in this fragment of the observation “La mayoría de los estudiantes participaron en la actividad, algunos formando las filas, y otros impulsando a sus compañeros a ser parte de la actividad para que esta se llevase a cabo” (Pre-service teacher, Observation, October 31th 2019).

The particularities of an urban compared to a rural school are often quite different, in terms of space, environment or even the group of classmates. In the private urban school, the students are even classified according to their level of English, students can be divided by their level regardless of the grade they are studying “(...) ellos hacen un diagnóstico para clasificar a los chicos, por un lado van los grados en los que estén, pero aparte del grado en el que estén no importa que en un nivel puedan estar de octavo, noveno porque es de acuerdo al nivel que ellos clasifican” (Teacher, Interview, October 7th 2019).

Finally, as stated by the teacher, the students of the rural area displayed a contrast between the aspirations of the students from the urban school. To illustrate: “(...) si acaso voy a estudiar el bachillerato yo no pienso estudiar más nada, mientras venías de un colegio donde las chicas aspiran a carreras, a viajar o conocer el mundo, o interactuar con personas” (Teacher, Interview, October 7th 2019).

DISCUSSIONS

This research project discusses the conception of a pre-service teacher and a teacher in relation to the current policy of teaching English as foreign language in a rural school in *Rionegro Antioquia*.

Initially, a similarity found in the third study carried out by Cruz (2018) emphasizes how teachers were able to create their own tools in order to face the different challenges of English in the rural area. The same pattern was evidenced in the results of this study which allowed to find that the experience of the English teacher let her to create brand new material to teach English in a rural area.

There is also a difference between the conceptions, of the participant in the literature review and the participants of this project, about the rural students. On one hand, Gómez and Gualteros (2013) evidenced the conceptions of some of the English teachers in the rural area. The students from this area were presented as less capable people to learn English, also it was exposed how slight was the acquisition of English for students in the rural context. On the other hand, as is shown in the results of this work, not all teachers have this conception. Within the implementation of an interview conducted by the teacher, it was possible to demonstrate the interest of students to learn English in the rural context due to the implementation of strategies that use taste as an entry of learning. In this scenario, the teacher is in charge of giving importance to the learning of the language.

In addition, it was possible to find a difference in the decision of the pre-service teachers doing their practices in a rural school. According to Adie L. and Barton, G. (2012) the pre-service teachers were unwilling to do their practices in a rural context because rural context is considered as remote places; in contrast with the results thrown by the results of this study, it highlights the voluntary decision of the pre-service teacher to do their practicum in a rural context; the pre-service teacher affirms feeling comfortable doing the practicum in this context.

Finally, not only in the literature review but also in the results of this project, there exists a similarity in the mention of the following terms: strategies, creation of material, and the conceptions of teachers. However, in the literature review, the studies did not mention the conceptions of the participants about language policies and the feasible relevance in the process of teaching English as a foreign language in a rural school.

In this project, it was evident that the participants do not conceive the bilingualism policy by itself, they understand it through the following elements: population, teaching, institution and personal experiences. Thanks to the absence, exposed by Ayala Zárata & Álvarez (2005) cited by Bonilla and Tejada (2016), of an official document, detailing the current language policy, the participants construct their meaning by understanding the policy from the transversalization of these four elements.

CONCLUSIONS

In the first instance, this work permitted the identification of strengths in the authors, such as teamwork and analytical capacity. It also generated interest in the research field. Besides, the research allowed enriching our experience as future teachers, thanks to the recognition of the current language policy. The researchers were able to internalize the current situation of teaching English as a foreign language in the rural context according to the normative framework in Colombia.

Regarding the main objective of this project, it was possible to conclude that the teacher and the pre-service teacher do not conceive policies as itself, they understand politics through the interaction of several elements.

The implemented methodology allowed the researchers to discover several factors that influence in the teaching of English as a foreign language in the rural context. Through the instruments, it was possible to realize how limited the knowledge the teacher and the pre-service teacher possess about current language policy. It also helped the authors to realize the

motivation for learning English in the rural areas, which is an essential element for educational agents. On one side the teacher was focused on *Rionegro bilingue* while on the other side the pre-service teacher only knows the policy she acquired in her training process.

As a result of our study, we realized that the current policy is not designed for the rural context. Therefore, a policy that addresses the needs of the rural context and as well as an official document that describing it is required.

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APPENDIX

Guía de observación

- ¿Cómo inicia el/la docente la clase?
- ¿Cómo se evidencia que el/la docente tiene planeada la clase?
- ¿En qué elementos basa o fundamenta el/la docente su enseñanza?
- ¿Qué metodología utiliza el/la docente?
- ¿Qué táctica utiliza el/la docente para desarrollar?
- ¿En qué lugar del salón se ubica el/la docente?
- ¿Cómo es la disciplina del grupo?
- ¿Cómo es el control de la disciplina en el aula?
- ¿Qué materiales utiliza?
- ¿Cómo es el comportamiento de los estudiantes durante la clase?
- ¿Con cuántos estudiantes cuenta la clase?
- ¿Cómo están organizados los estudiantes?
- ¿Cómo es la actitud de los estudiantes durante la clase?
- ¿Cómo se evidencia que los estudiantes practican lo aprendido en la clase?
- ¿Qué papel le asigna el docente a los estudiantes?
- ¿Cuál es el rol del docente durante la clase?
- ¿Para qué usa el docente los materiales?

- ¿Qué uso le da el docente al inglés durante la clase?
- ¿Cuánto dura la clase?
- ¿Cómo termina la clase?
- ¿En qué jornada es la clase?
- ¿Cómo es el lenguaje corporal del docente?
- ¿Cómo son las condiciones de espacio?

- ¿Que material proveído por el gobierno para enseñanza del inglés como lengua extranjera en Colombia usa el docente en el aula?
- ¿De qué fecha es el material proveído por el gobierno para enseñanza del inglés como lengua extranjera en Colombia?
- ¿En qué estado se encuentra el aula de clase?

Entrevista semi-estructurada

General

Teacher:

¿Qué título académico tiene?

¿Dónde lo obtuvo?

¿En qué lo certifica el título académico que posee?

¿Cuántos años de experiencia como docente de inglés posee?

-¿En qué contextos ha realizado su labor docente?

Pre-service teacher:

¿En qué semestre se encuentra actualmente?

¿Cuál es su nivel de dominio del inglés como lengua extranjera?

¿Cómo certificó su nivel actual de inglés?

¿Cuáles son las habilidades en las que mejor se desempeña en cuanto al inglés?

¿Posee alguna formación extra en cuanto a la enseñanza del inglés?

¿Qué otros conocimientos tiene en cuenta usted a la hora de enseñar inglés?

¿Qué fortalezas considera usted que posee en su práctica docente de la enseñanza del inglés como lengua extranjera?

¿Cuánto tiempo lleva haciendo su práctica formativa?

¿Cuánto dura la práctica?

¿Cuáles cree usted que son los propósitos de la práctica?

¿Cómo cree usted que se desarrolla el proceso de práctica?

Ruralidad

¿Por qué eligió este contexto para hacer su práctica formativa?

¿Qué opinión tiene de la educación rural en general?

¿Cuáles son las fortalezas que encuentra al trabajar en el contexto rural?

¿Cuáles son las debilidades que encuentra al trabajar en el contexto rural?

¿Cree usted que el gobierno participa activamente en la enseñanza del inglés como lengua extranjera en el área rural?

Institución

¿En qué institución educativa se encuentra realizando actualmente su práctica?

¿De cuántos profesores de inglés dispone la institución?

¿Cuántas horas de inglés reciben sus estudiantes a la semana?

¿Cómo ayuda esa intensidad horaria a que los alumnos puedan alcanzar el nivel B1 de inglés al terminar el grado 11?

¿Qué espacios posee la institución para llevar a cabo las clases de inglés como lengua extranjera?

¿Cómo están adecuadas las aulas para la enseñanza del inglés como lengua extranjera?

¿Qué herramientas le brinda la Institución para facilitar la enseñanza del inglés?

¿Cómo determina la institución los temas a enseñar en una clase de inglés como lengua extranjera?

¿De qué manera la institución apoya el aprendizaje del inglés como lengua extranjera?

¿Cómo siente el acompañamiento de su maestro cooperador?

¿Cómo describe usted su libertad al diseñar los planes en la clase de inglés?

¿Qué limitaciones considera usted que posee en su práctica docente de la enseñanza del inglés como lengua extranjera?

¿Cómo identifica que están aprendiendo lo que dicen las políticas de la enseñanza del inglés como lengua extranjera en Colombia?

¿De qué manera la institución educativa fomenta la enseñanza del inglés como lengua extranjera en Colombia?

¿Qué actividades extra ofrece la institución para el fortalecimiento del inglés como lengua extranjera?

¿Cómo evidencia que sus estudiantes disfrutan de la enseñanza del inglés como Lengua Extranjera en su clase?

¿Cree usted que el gobierno participa activamente en la enseñanza del inglés como lengua extranjera en el área rural?

Políticas

¿Cómo define la palabra política del inglés como lengua extranjera?

¿Qué políticas de la enseñanza del inglés como lengua extranjera en Colombia conoce?

¿Sabes cuál es la política vigente en cuanto a la enseñanza del inglés como lengua extranjera en Colombia?

¿Qué sentido le ve a la política del inglés como lengua extranjera?

¿Hasta cuándo tiene vigencia?

¿En dónde fue su primer acercamiento a la política de la enseñanza del inglés como lengua extranjera en Colombia?

¿En qué asignatura de su carrera les hablaron a cerca de la política de la enseñanza del inglés?

¿Cómo describiría la importancia de esta asignatura en su carrera?

¿Qué papel juega la universidad en la implementación de la política de la enseñanza del inglés como lengua extranjera en Colombia?

¿De qué manera desempeña ese papel?

¿Qué otros acercamientos ha tenido en cuanto a las políticas de la enseñanza del inglés como lengua extranjera en Colombia en su práctica formativa?

¿Cuál es el organismo encargado de hacerle seguimiento al cumplimiento de la política de la enseñanza del inglés como lengua extranjera en Colombia?

¿De qué manera lo hace?

¿Cómo influyen las políticas de la enseñanza del inglés como lengua extranjera en su planeación?

¿Qué elementos de la política de la enseñanza del inglés como lengua extranjera integra usted en su planeación de clases?

¿Cómo garantiza usted la implementación de la política de la enseñanza del inglés como lengua extranjera en sus clases?

¿Qué tan pertinente considera usted que es la política de la enseñanza del inglés como lengua extranjera en Colombia?

Juicios

¿Qué ventajas considera que tienen la política de la enseñanza del inglés como lengua extranjera en Colombia?

¿Cómo cree usted que influyen la política de la enseñanza del inglés como lengua extranjera en la educación rural en Colombia?

¿Para qué contexto está crees que diseñada la política del inglés como lengua extranjera?

¿Para qué sector crees que diseñada la política del inglés como lengua extranjera?

¿Qué desventajas considera que tienen la política de la enseñanza del inglés como lengua extranjera en Colombia?

¿Qué utilidad ve en la política de enseñanza del inglés como lengua extranjera en Colombia en cuanto a su labor docente?

¿Qué elementos adoptó de la política del inglés como lengua extranjera?

¿Cómo cree usted que el actual gobierno da a conocer la política de la enseñanza del inglés como lengua extranjera en Colombia?

¿Qué opinas acerca de la información que brinda la política de inglés como lengua extranjera?

¿Considera que es suficiente?

¿En que se basa para orientar sus clases de inglés?

¿En qué basa sus metodologías y estrategias de enseñanza?

¿Cómo calificaría usted la política de enseñanza del inglés como lengua extranjera en cuanto a claridad de la información y eficacia?

¿Qué limitaciones considera usted que posee la política de la enseñanza de inglés como lengua extranjera?

¿Qué crees que se le debería ajustar a la política de la enseñanza del inglés como lengua extranjera en Colombia?

¿Qué crees que el actual gobierno debería hacer para garantizar la implementación de la política de la enseñanza del inglés como lengua extranjera en Colombia?

FORMATO DE CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIÓN

Título de la investigación:

Teachers and pre-service teachers' conceptions about the language policies according to their experience teaching English as a foreign language in a rural school of *Oriente Antioqueño*

Ciudad y fecha: Rionegro, 07 de octubre de 2019

Asesor: (Carlos Andrés García Builes)

Usted ha sido invitado a participar en el proyecto de investigación titulado como aparece en la parte inicial del presente documento. Fue invitado por haber tenido una experiencia de enseñanza del inglés en un contexto rural antes de obtener su título y/o por estar ejerciendo como Licenciado en Lenguas Extranjeras. Antes de que decida participar, es necesario que usted conozca en qué consiste la investigación y el tipo de aporte que usted realizaría. Por favor tómese el tiempo para leer cuidadosamente la siguiente información antes de aceptar

la invitación. No dude en preguntar si algo de lo que lee no está claro o si le gustaría tener más información al respecto.

Propósito y objetivos de la investigación:

El propósito de la investigación es analizar las concepciones de los profesores y docentes en formación sobre las políticas de bilingüismo de acuerdo a sus experiencias enseñando inglés como lengua extranjera en una institución en el área rural del Oriente Antioqueño

Objetivos:

- Reconocer el conocimiento que los profesores y los docentes en formación tienen acerca de las políticas de bilingüismo en Colombia.
- Identificar los juicios que los profesores y los docentes en formación tienen acerca de las políticas de bilingüismo en Colombia.
- Describir las estrategias de los profesores y los docentes en formación tienen acerca de las políticas de bilingüismo en una escuela rural en Rionegro.
- Caracterizar las políticas de bilingüismo

Metodología utilizada:

El presente estudio es cualitativo y utilizará las siguientes técnicas de recolección de datos: entrevista, observación y análisis documental. La entrevista se llevará a cabo en español porque es el idioma de preferencia..

Qué está involucrado?:

Si usted está de acuerdo con participar en este proyecto, su participación consistirá en hacer parte de entrevistas. Esta sesión será grabada.

Tiempo y lugar en que se llevará a cabo la investigación:

La investigación se llevará a cabo durante el mes de septiembre en la Institución Barro Blanco

Beneficios derivados del estudio:

Por su participación en el presente estudio no recibirá algún tipo de gratificación, beneficio, remuneración o similares. Al contrario, participar en este estudio permitirá la generación de conocimiento en torno al tema de interés de los investigadores.

Participación voluntaria:

Su participación en este estudio es totalmente voluntaria. Si usted decide participar, nosotros le pediremos que firme este formato para demostrar que usted está de acuerdo con participar. Usted tiene el derecho de retirar su consentimiento o de suspender su participación en cualquier momento sin consecuencias y sin necesidad de explicaciones. Si usted se retira del estudio, sus datos solamente serán considerados si usted lo autoriza por escrito a los investigadores; de lo contrario, su registro o cualquier material relacionado serán destruidos.

Confidencialidad, acceso a la información y salvaguarda de la información:

Su confidencialidad y la confidencialidad de los datos estarán protegidos en todo momento. Las grabaciones se almacenarán en los computadores de los investigadores con contraseña. Copias impresas de las transcripciones serán almacenadas en la biblioteca personal de los investigadores. El acceso a los computadores estará restringido a los investigadores y al asesor del trabajo de grado (Carlos Andrés García Builes).

Nombre de los investigadores:

Deicy Paola Vasquez Hoyos
Daniela Isaza Jaramillo
Esteban Ocampo Osorio
Nicolas Palomino

Correo electrónico:

deicyhoyos19@gmail.com
daniela.isaza6080@gmail.com
ocamposorioesteban@gmail.com
npalominon17@gmail.com

Luego de haber leído y entendido la anterior información, manifiesto libre y espontáneamente el interés de participar en el presente estudio.

Nombre:

Firma:

Documento de identidad: Tipo: _____ N°: _____ De: _____

Huella:

*Adaptado de: Carrasco Aldunate, P., Rubio Acuña, M., y Fuentes Olavarría, D. (2012).
Unisabana, recuperado de
http://aguichan.unisabana.edu.co/index.php/aquichan/article/view/32-41/html_1