

PRE -SERVICE AND IN-SERVICE ENGLISH TEACHERS IN RURAL

CONTEXT:

ROLES, CHALLENGES AND, LEARNINGS

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PRE -SERVICE AND IN-SERVICE ENGLISH TEACHERS IN RURAL CONTEXTS:
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ABSTRACT

This project aimed at systematizing preservice and in-service English teachers experiences in rural context. It was conducted to identifying different challenges report the most outstanding learnings and explore different roles pre-service and in-service English teachers have when working in such setting. This study was conducted on eleven participants who were four preservice English teachers, four in-service English teachers, two students belonging to *semillero de investigación* TERC (teaching English in rural context) and my own participation. Data was collected through different methods such as semi structured interviews and *fichas de recuperacion de aprendizaje*. Data analysis showed that regarding learnings, there is a need to contextualize teaching and learning processes to promote meaningful learning; there is a capacity of reflection and self-reflection. Besides, it was found that emotions is an important factor in the learning process. Regarding roles, teacher can be guides; counselors and mediators; the teacher can be seen as role models to follow. In relation to challenges, there is a lack of resources. Moreover, a deficit on rural school teachers and their training to teaching English. In addition, students attitudes towards English Learning; there is a limited access to the context and Unexpected events pre-service and in-service English teachers must face with. Finally, there are some situations that are presented in this setting such as rural students schools characteristics and environment; active rural community participation in rural students learning process; and context as an outstanding factor in the teaching process at rural context.

Keywords: Experiences, Roles, Challenges, Rural Context, Learnings, Preservice English teacher.

Introduction

Teaching practicum has been considered one of the most crucial and influential stages in teachers education (Trent, 2013). That practicum allows pre-service teachers to become exposed to the real world of teaching English in order to gain knowledge about roles, challenges, and learnings from current classrooms. In fact, this situation contributes to increase pre-service English educator's motivations, attitudes, and commitment towards the teaching profession as well as an understanding of educational realities (Fajardo & Miranda 2015).

Nowadays, the worldwide spread of English as a result of globalization leads me as a future teacher, reflect upon the diversity and conditions under which English language teaching and learning should take place. For instance, one of these conditions has to do with different settings such as urban and rural contexts. Lakin and Gasperini (2004) explained that there is a rural and urban gap in developing countries caused by several reasons such as the dearth of schools, overpopulated classrooms, sub equipped schools, and not supported teachers. Moreover, Perfetti (2003) identified that in Colombia there is a great historic gap between rural and urban systems of education.

As it is evident, in the rural Colombian context there are several problems that affect the teaching of English. However, this is a situation that is happening worldwide. A study that supports this idea was carried out by Lakin and Gasperini (2004), these authors identified some problems regarding language teaching in Africa. Their findings were really similar to the situation in Colombia: overpopulated classrooms, sub equipped schools, and not supported teachers. That issue motivated me as a future English teacher to reflect upon the conditions in which education should take place, the different roles, challenges and learnings we gather when having our practicum experience in a context with diverse conditions.

Among those diverse conditions, we have a rural zone, in Colombia, studies based on pre-service English teachers experiences in a rural setting have been carried out, the desire of this study was to provide information through a systematization of experience that could contribute to the discourse reflection around pre-service and in-service English teachers' roles, challenges and learnings, including my own experience.

Based on the aforementioned statements, I consider it very important to explain briefly what the concept of role is according to different statements. We, as human beings, develop different roles in many situations in our daily life. Educators play vital roles in the lives of their students. They are best known for the role of educating the students that are placed in their care. Beyond that, they serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble (Ministry of Education, Guyana 2019).

English teachers must fulfill diverse roles with different purposes, roles are often interchangeable. Educator role is never static; one activity could see an experienced teacher smoothly transition from one role to another.

Harmer (1991) characterized different professor's roles as controllers, assessors, investigators in order to develop the effectiveness of learning. Teachers become a resource providing students with enough skills to get better results. Teachers' roles are essential to improve a good quality of education, educator in the twenty-first century will be resource provider, digital, facilitator a planner providing proper guideline for students new century careers Topu. (2018)

Thereupon, future English teachers must be aware of which roles will best facilitate students' learning also the academic, social, physical, personal, and emotional needs of students having in mind the fact that education and society and the requirements towards teaching are, in the process of change. Learning cannot happen only in a normalized classroom,

where every single student is seen as an empty vessel that has to be fulfilled of the teachers' knowledge (Freire, 1996).

Based on the foregoing, this study seeks to reflect around experiences as pre-service and in-service English teachers in rural context including my own pre-service English teaching experience and how it has influenced our teaching at the time to face with different challenges that lead us to play different roles and gather a bunch of learnings.

Justification

Education should be seen as the starting point for a social change, community development, and a juster society. By providing quality education to all our children, considering the image of English in today's globalized world, there can be no justification for blocking rural kids from quality foreign language education. However, teachers are believed to be the key to the success of rural schools (Applegate, 2008). Hence, it is preminent to prepare, as Zeichner (2003) said, best teachers for all students so that we can achieve success.

This study attempts to understand how a preservice and in-service English language teacher could be influenced by the context in which his/her teaching is embedded, and to see the implications of our classes in future pre-service and in-service English teachers'. In that way, it could be possible to make these teachers more equipped with the needed skills and knowledge to teach in a rural context.

After having an active participation in the *semillero de investigación* TERC (teaching English in rural context) came the inspiration for this paper aims to explore the different roles, challenges and learnings involved in the process of English language teaching in the rural context.

In view of the fact that teachers in this context are facing different conditions in their teaching practices, our perceptions give a broad understanding of what is actually happening in a rural context and the needs that both teachers and students deal with daily.

From this systematization of experiences study, a reflection can be generated in order to resignify praxis of pre-service and in-service English teachers; taking into account our different roles, the challenging moments, and comprehension of the realities of our own classrooms.

Research question

The following question is suggested in relation to the previous details associated with the knowledge about experiences in a rural context as a pre-service and in-service English teacher.

What are the different challenges learnings and roles pre-service and in-service English teachers take when having practicum experience in a rural context?

Objectives

General objective

Systematize preservice and in-service English teachers experiences reflecting upon different challenges, learnings, and roles we faced within a rural context.

Specific objectives

-Explore different roles pre-service and in-service English teachers play in rural context when doing practicum.

-Identify the most common challenges pre-service and in-service English teachers face during the practicum process in rural schools context.

-Report the most outstanding learnings pre-service and in-service English teachers had when doing practicum experience in rural schools.

Literature review

Considering the aim of this study, which is to identify roles, challenges and learnings that pre-service English teacher experiments through their participation in rural contexts, it was necessary to look out for some studies that allow us and readers to have a deeper understanding regarding proposal study based on this, four studies have been considered in order to support the development of this one.

Bonilla and Cruz (2013), accomplished a study about the socio-cultural factors involved in the teaching of English in rural areas of Colombia. It expects to understand the complexity of teachers' professional development considering the particularities of their local work settings. The data collected was textual, its focus was on the participants' views of the phenomenon, and findings were reached following an interpretative process. These characteristics made the study qualitative which creates a connection and supports our project directly. This is very related to the issue of our project because it implies recognizing different challenges in this area where the teacher lives during the teaching practice considering that the findings were that rural contexts do not offer appropriate conditions for learning a foreign language, rural teachers have different professional challenges and have to face different needs. This project recognizes the real value in a rural context which is significantly considered.

Finally, I agree with the conclusion that this project exposes and it is about that teacher educators and researchers must provide development of language learning and teaching processes in disadvantaged, less privileged contexts such as most rural areas of the country, in our case, in rural schools.

Bonilla and Arcila (2014) implemented a study aiming to discover several socio-cultural factors of teaching English in Colombian rural contexts. This study was implemented with five English language teachers in Colombia belonging to rural areas.

Questionnaires and interviews were used to see how these teachers understand their professional practice considering the contextual features of their regional workplace.

Based on author's findings, as a practicum teacher we have to mediate teaching processes with different socio-cultural factors. The way in which some sociocultural factors mediate in Colombian rural areas let them obtain findings regarding issues mentioned before and how language teachers are making sense of their professional role.

We also share the reporter's idea that little attention has been paid to the ways in which foreign language teaching has been dealt with in rural areas and also how teaching English could be an opportunity to promote intercultural experiences in such settings.

Considering that when authors talk about an intercultural experience, they refer to the ways in which the cultural exchange happens not only between the native and the foreign language but also between the teachers and the students and the factors surrounding context.

We consider this project crucial with our project because we aim to analyze learnings and challenges preservice English teachers face in a context where there are diverse social, economic, ethical-political factors.

Data collected were mostly textual in nature. Their focus on the participants' views of the phenomenon and the findings were reached following interpretative characteristics that made of this study qualitative something that connects and supports our project directly.

In conclusion, foreign language teaching in rural areas must face many challenges originating from the notorious unbalanced and diverse factors that mediate this practice

At the *Universidad Catolica de Oriente Antioquia Colombia*, a study developed by Blandon, Castaño, and Patiño (2017), and this explains, pre-service teachers' lived experiences of teaching English in a rural context. In this qualitative investigation study the data collection was through a semi-structured one-on-one interview with five pre-service teachers from *Universidad Catolica de Oriente*.

The investigation showed three important results first, positive social relations that take place in a rural context, second the social relationship during the experience generate different feelings, and third the teaching of English in a rural context contribute to the pre-service teachers' teaching strategies through the relation with the rural context according to Blandón, Castaño and Patiño (2017). All this demonstrated the importance of social relations in teaching English in a rural context and how this contributes to a good performance of a teacher, and to the good learning of students.

This thesis provides a theoretical information for current and future pre-service teacher and for future investigations, also will be very helpful for us to understand a little more the experience of a pre-service teacher in a rural context, this study in the same way as our project on investigation look for generate more theory about roles, challenges and learnings that in a future pre-service English teacher should face in their practices.

Lastly we selected a qualitative study related to pre-service teachers' professional learning experiences during rural teaching practice in Acornhoek, rural Bushbuckridge South Africa. The authors Nkambule, Mukeredzi (2017) explore pre-service teachers' professional learning experiences during teaching practice, professional learning experiences, and understandings during TP (teaching practice) in Acornhoek, rural Bushbuckridge.

The project used qualitative semi-structured reflective discussions and students' reflective journals to collect data. The main data sources were individual reflective journals and group reflective sessions. Students recorded the daily teaching and learning classroom activities, contextual issues, any information about the school leadership, and collegial interactions in the school in their reflective journals on a daily basis According to (Sayag C. & Fischl D. 2012), reflection tasks in teacher education are seen as a tool that promotes professional learning, and are perceived as mediating between existing and new knowledge.

Some findings of this study were revealed at the end of the research. First, There's a Sense of Mind Shift and Understanding that Teaching is Complex” The opportunity to undertake teaching practicum in rural schools introduced pre-service teachers to different communities and practices in schools, and the exposure enhanced their contextual experiences and knowledge about the teaching profession.

Second, the interactions and experiences of working with learners made student teachers aware of the significance of always being conscious of the various socio-economic factors that influence teaching and learning in the classroom and Lastly, the important role that supervising teachers play in supporting pre-service teachers through a period that is frequently stressful, both emotionally and physically (Maphalala, 2013).

In conclusion based on the author's findings it is often through guidance, support, and rigorous praxis, those pre-service teachers can plan, teach, and evaluate work in an honest and professional manner. Rural context experiences seems to be challenging, preservice teachers should be used to adapt their way of teaching to suit the context. The mentor will be vital to have a better performance because of are teachers who know the context better and are expected to guide appropriately

Conceptual References

In this section we examined some key concepts that were crucial along with our project. Taking into account the diverse experiences that a pre-service teacher must live during the process of teaching and learning of a new language, these concepts are important for construct knowledge related with the rural context and the situation that each pre-service teacher face in the practicum, concepts as teaching practicum, roles, teacher role, and rural context.

Teaching practicum

Based in our experience and after of examining a lot of definitions, we consider that this denotation explains this concept correctly, “Pre-service teachers to become exposed to the real world of teaching English to students of other languages and to gain knowledge about the complexity of current classroom practices, which contribute to enhancing pre-service teachers’ motivations, attitudes, and engagement towards the teaching profession” (Fajardo & Miranda, 2015)

Roles

On the other hand, this concept is essential to understand considering that this is a main concept within our study. The definition is: “Roles have been described as socially constructed units of what is appropriate and expected of a person in a particular position in an organization or team” (Ilgen and Hollenbeck, 1990)

Biddle, B.J. (1986) has defined the word role as an expected or free or constantly changing behavior that can have or achieve a certain social status; also known as social role or set of related guidelines, rights, obligations, beliefs, or norms.

Teachers’ roles

The teachers’ roles must be clear for a good understanding of this research project. According to Biddle (Beijaard 2005, p. 293), most interpretations of teachers’ roles refer to

teachers' tasks, their social position, or the status, image, and expectations of other people (especially pupils and parents). In the other hand, teachers must prepare effective lessons, grade, provide feedback, manage classroom materials, navigate the curriculum productively, and collaborate with other staff as we see here a teacher's primary role is to provide classroom instruction although being a teacher involves much more than executing lesson plans teaching is a complex profession that often extends beyond academics ensuring that students experience academic success, teachers must also function as surrogate parents, mentors, and advisors, and even quasi-politicians (Taack Lanier, J 1997).

Rural context

And last but not least, Da Silva (2004) explained that this is a term used to refer to areas of scarce population and that the concept can be very confusing except when understood from a geographical point of view. Also, Castro and Reboratti (2008) proposed a continuum to deal with the complexity of what can be considered "rural" based on the number of inhabitants in it. These authors maintain that an area can be considered rural if it has less than 2,000 inhabitants. It can be considered urban if more than 50% of its people live in an urban setting. Likewise, if an area has from 19% to 49% of its inhabitants in rural areas, it is considered an intermediate regio

Experience

La Rosa 1993 defines experience as reflexivity, subjectivity and transformation in which you have to see with the subject of the experience, with whom of the experience, with the "what happens to me" it is also a passage and passion in what has to do with the movement itself of experience, with the passing of "what happens to me" finally refer to it as exteriority,

otherness and alienation in what has to do with the event, with which of the experience with that happens to me.

Methodology

Considering the purpose of this project that was the Systematize the experience as preservice and in-service English teachers reflecting upon different roles, identification of the most common challenges and report of different learnings we have when having practicum in a rural context, this paragraph was intended to explain the type of research and the participants having part of this research study. Besides, it reports the data collection methods and how they were figured out. Finally, the corresponding ethical considerations of the participants and their confidentiality are mentioned.

On the one hand, the type of research is contemplated as a systematization of experience due to the fact that it is “A methodology that helps people involved in different kinds of practice to organize and communicate what we have learned.” (Hargreaves, 2006, p.2). It means, that I presented my experience, two researchers, four preservice, and four in-service English teachers experiences in rural context reflecting upon different roles, challenges and learnings. On the other hand, according to Jara (2012), the objectives of systematization of experience are not only data collection and presentation of information, but also it allows us to obtain critical learning from our experiences. Therefore, we do not say only "systematization," but "systematization of experiences.” In accordance with the information mentioned previously, this type of research is appropriate to the objectives I want to achieve during the development of this study.

Additionally, this study followed a qualitative research approach because I sought to understand the circumstance of a group of people and explore the experiences they lived during the practicum process in a rural context. This approach is important because based on Creswell

(2012), qualitative research is a holistic approach that involves the discovery of learnings in a natural way engaging researchers to develop a high level of involvement in their experiences. As well as the authors Corbin and Strauss (2002) understand the term qualitative research, as any type of research that produces findings that are not reached through statistical procedures or other means of quantification.

It is significant to highlight that I selected this approach because its characteristics were the most accurate to reach the aim of my study that was presenting mine and participants experience's as pre-service, in-service, and researchers English teachers experiences in a rural context, aiming to reflect upon different roles we played, challenges we struggled with and learnings we gathered during our experience. To do so, I recorded ten interviews then I transcribed them and after that I started categorizing the information I got in order to find the most relevant information that fits with the purpose of the study.

Data collection methods

To collect information from the participants and with respect to the objective of this study which is to identify roles, challenges and learnings that preservice and in-service English teachers experiments through our participation in rural contexts, I plan to use the following data collection instruments: semi-structured interview and *fichas de recuperacion de aprendizaje* (LOGS).

Semi-structured Interviews

For this project interview is understood as a tool that allows us to gather information in a precise way, because this instrument is centered on the participants' perceptions, emotions, feelings, and thoughts. Additionally, Wisker (2001), expressed that the use of interviews is highly desirable for obtaining information based on emotions, feelings, experiences, sensitive issues, and, insider experience, privileged insights, and experiences.

In this project, the idea was to gather my, pre-service and in-service English teachers' perceptions about the different roles, challenges and learnings we might have when teaching a foreign language in a rural context

It is necessary to clarify that the interview can be used in qualitative research, that is to say, it was appropriate for my investigation. Considering the previous knowledge, "A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then describes and types the data into a computer file for analysis" (Creswell, 2012, p. 217). Through this definition, it is clear that there is a significant importance in the participants perceptions and thinking, which is pertinent to consider in our research project.

There are several types of interviews, however, in this study was implemented the semi-structured, based on Cohen and Crabtree (2006), is a type of interview in which the interviewer designs and uses an "interview guide" with a list of open-ended questions that need to be covered during the interview, commonly in a specific order. On the other hand, this type of interview allows us to be flexible when we will create the questions and the conversation will be more fluid, generating trust and making other questions that were not provided. For this systematization, I carried out ten semi-structured interviews related to the English teaching process in a rural setting concerning roles, challenges and learnings. It is important to mention that due to the fact that there was a pandemic affecting the whole world, I had to implement some of those interviews virtual

Fichas de recuperacion de aprendizaje.

This method is founded by authors like Jara, it is defined as lessons which recover significant moments and collect information about learnings. This instrument is for a systematization of experience specifically and it can be shared with other people who are interested in the experience that we are living, in this case, the experience of preservice and in-service English teachers in a rural context.

Considering the designed format, there are several elements that construct a complete file card and these are real facts, important situations, and learnings. The structure is easy to understand and has components as title, name, institution, date, and place, situation' context, account of what happened, learnings, recommendation, and finally, keywords. Each step has a goal and the idea will describe everything of what happened during this process.

In the case of our project, this technique supports us because we can record every moment lived during class and have it evidenced in writing to obtain the necessary information.

Participants

The participants in this investigation were defined in four specific categories which will be the following: *pre-service English teachers who have taken part of semillero TERC* (teaching English in rural context) at the Universidad Catolica de Oriente, *pre-service English teachers belonging to practicum II* and are having their practicum in rural schools, *in-service English teachers* from the Universidad Catolica de Oriente who have had practicum experience in countryside context and lastly *my participation* as preservice English teacher and participant of semillero de investigación TERC from *Universidad Catolica de Oriente*

Firstly, the participation of two pre-service English teachers who had taken part in semillero TERC (teaching English in rural context) at the Universidad Catolica de Oriente where they have been carrying out different teaching English experiences in different rural school four.

Secondly, four pre-service English teachers who have had their practicum experience in rural contexts also four in-service English teachers who have had some approach to this context they through their participation enrich the research, they are students from rural schools where pre-service teachers elaborate their research field, the selection of some students was made depending on the qualities they have in relation to the study.

Finally, this project seeks, my participation as a pre-service English teacher in a rural context reflecting on my own experience.

Ethical Considerations

The benefit of this study was to provide information that can contribute to the discourse reflection around pre-service and in-service English teachers' roles, challenges and learnings, including my own experience and reflection, when teaching this foreign language in rural contexts.

There are several ethical issues, we as researchers have to take into consideration for any project. The important one is related to the informed consent of the participants. All of the participants (pre-service and in-service English teachers) were informed in advance about the purposes of this project, and received their informed consent to participate in.

Recovered interviews and "*Fichas de recuperacion*" files were confidential and were not used for any other purpose other than this research. While we may wish to quote from participants comments and observations, this did not involve information that could be used to

directly identify individuals. I can assure you that every effort was made, in reporting the findings of this research, to ensure that no actual person could be identified from the information provided.

Finally, with all the information collected during preservice English teacher experiences will explain our desire to use information in their journals for future researchers, and requested their permission to analyze it.

Data Analysis

Creswell (2009), indicates that the process of data analysis involves making sense out of text data, preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and arriving at an interpretation of the larger meaning of the data.

The analysis involved reading the *Fichas de recuperacion de aprendizaje* over and over, as well as reading many times interviews answers to make sense of the entire data, and developing some context for the themes to surface. After critically analyzing the issues in relation to the data, the results allowed me to construct a story from this analysis related to my research question, and capture the essence of the pre-service professional learning experiences of teachers during the TP. To do so, I recorded ten interviews then I transcribed them and after that I started categorizing the information I got in order to find the most relevant information that fits with the purpose of the study the same as fichas de recuperacion data analysis.

Pre Service English teachers' reflections about different roles, challenges, and learnings let me understand some issues related to the experience of being in the teaching practicum for the first time.

The results of this methodology based on the deep analysis of *fichas de recuperación de aprendizajes*, implementation of interviews and focus group let us gather a compilation of

concise data that will allow us to find answers to the proposed statement, but mainly find answers to the current situation experienced by pre-service teachers in their work as teachers in the rural context.

Results

The purpose of this study was to systematize preservice and in-service English teachers experiences reflecting upon different challenges, roles, and learnings we have when carrying out our practicum experience in a rural setting. Data was collected through Semi-structured interviews and “*fichas de recuperación*” (Jara 2018.). To Analyze data from those sources of information, I wrote some subcategories to condensate repetitive patterns. Those patterns were linked to the initial categories which were Challenges, Roles, and Learnings. Moreover, analysis of information made a new category emerge which was rural context features.

Learnings

As stated above the aim of this study was to reflect upon different issues that take place in experiences when performing praxis in a rural context. One of those issues has to do with the different learnings preservice and in-service English teachers gather when performing praxis in rural settings. The most important findings that emerged from data analysis regarding the concept of learnings were the following: the need to contextualize teaching and learning process to promote meaningful learning , capacity of reflection of their own praxis , teaching in rural context lead us to be better professional and human, and emotions as an important factor in the learning process.

The need to contextualize teaching and learning processes to promote meaningful learning.

Learning cannot happen only in what we know as a physical classroom, where every single student is seen as an empty vessel that has to be fulfilled of the teachers' knowledge (Freire, 1996). Talking about learnings, some of the findings show that, in order to develop meaningful learning in rural context pre and in-service English teachers should get familiar with the context. In general, having a previous reading of their needs, weaknesses and efforts will foster a very meaningful learning as seen in the following interview.

Siempre hay que hacer un diagnóstico previo del contexto antes de cualquier intervención porque no todos los niños tienen el mismo ritmo de aprendizaje. Todos los niños aprenden de una forma muy diferente. Llegar a la primera clase, hacer el diagnóstico, pero también hay que implementar varios tipos de actividades visuales, auditivas, motoras y de esa manera pues ya se mira cuál es el mejor estilo de aprendizaje de los niños. Y así ya se siguen realizando las planeaciones adecuadas al contexto (Interview 8)

The interactions and experiences of working with learners made teachers aware of the significance of always being conscious of the various socio-economic factors that influence teaching and learning in the classroom (Maphalala, 2013). In the next example, after analyzing the information in depth it is evident that what Maphala states happens at the experience of preservice and inservice english teachers in our rural contexts.

I consider that I have to be more thankful for the things that I have because, when I arrived for example to this school I wasn't aware of things I have yesterday, I was in my practicum and one student told me that she didn't eat something at breakfast she has explained to me that; this was the reason why she didn't pay attention to my class I see that I need to be more thankful (Interview 1, Participant 1, March 03 2020)

At the moment to have a teaching experience, it doesn't matter, which is the context you have to know the student's background it implies not knowing their needs interests where their context is located, the resources they have, the situations they have to deal with in order to go to an institution. (*Interview, Participant 9*)

As it was read in the previous example, when you do not give yourself the opportunity to previously read the context to identify its needs and its strengths, you will not contribute to a meaningful learning. In fact, the next extract from an interview shows us a common issue regarding language teaching when materials are not contextualized.

... llega uno a imponer las cosas que son importantes para uno como maestro que viene del área rural y pues deja de lado el contexto en el que ellos viven cierto lo vemos mucho con los libros de inglés que siempre nos traen ejemplos del exterior cuando aquí en Colombia muchos ejemplos que podríamos aplicar que le podrían dar más significado al aprendizaje de la lengua (Interview 5, Participant 5, March 03 2020)

Capacity of self-reflection

As Fajardo and Miranda (2015) claim, practicum experience contributes to increase pre-service English educator's motivations, attitudes, and commitment towards the teaching profession as well as an understanding of educational realities. Outcome emerged from analyzed information shows that preservice and in-service English teachers are in constant reflection about the way they perform their practice as we can notice in the next piece of patterns in which participants state that reflection is a important part of this process of teaching English in rural settings.

We have to reflect all the time, reflect in terms of how can you be a better teacher because depending on the context it can be rural or urban area but depending on the groups the situations that we have in the classroom; make decisions and those decisions

can come after a process of reflection so we have all the time to reflect because that is the way we can improve or we can generate positive changes reconsider, rethink everything every single day what is going on (*Interview 4, Participant 4, March 02 2020*)

According to Sayag C. & Fischl D. (2012), reflection tasks in teacher education are seen as a tool that promotes professional learning, and are perceived as mediating between existing and new knowledge. The opportunity to undertake teaching practicum in rural schools introduced pre-service teachers to different communities and practices in schools, and the exposure enhanced their contextual experiences and knowledge about the teaching profession as seen in the next example.

Firstly the biggest learning about practicum is that you never stop learning each class I differ in terms of procedure, behavior. as a teacher we should be resilient and enriched with the better tools to face those issues. Because of diversity there are different learning rhythms and styles that are very important to be contextualized in order to have a positive improvement. (*Fichas de recuperacion*)

Teaching in a rural setting leads us to be better professionals and human beings. Teaching practicum has been considered one of the most crucial and influential stages in teachers' education (Trent, 2013). Some pieces of patterns show that Preservice and Inservice English teachers in rural contexts become better professionals and humans as we can read in the next example.

It is like been in a boat sealing in the ocean, you have to take your students from a safe place to wild waters and then, bring them to a safe place after your teaching experience. As I have been living in the rural area from my whole life, I went to a rural school so, when I came here to the university and I started studying bachelor degree I said like ok,

I am going to work in my field in the rural area so, I can help little kids so, that is what call my attention the most I work on the same rural area I have been growing up to give them something from myself . (*Interview 2, Participant 2 March - 06 - 2020*)

Based on Blandon, Castaño and Patiño (2017), “Pre-service teachers’ lived experiences of teaching English in a rural context” (p. #) investigation showed three important results first, positive social relations that take place in a rural context, second the social relationship during the experience generate different feelings, and third the teaching of English in a rural context contribute to the pre-service teachers’ teaching strategies through the relation with the rural context. Some pieces of information also evidence what researchers have show in their results after having experience teaching in rural contexts.

“ I learned that we can not go to a context full of stereotypes or conceptions. But it happens all the time. I change completely my mind when I went there they have different background and different lifestyles from the people that leave in the urban area. I would describe my experience working in the rural area is a really enriching experience as a teacher human being because sometimes we think that students in the rural area they have fewer abilities fewer opportunities (*Interview 9, Participant 9, April - 11 - 2020 Interview 10, Participant 10*)

Emotions as an important factor in the learning process

As stated by Trent (2013) process of practicum is considered one of the most crucial and influential stages in teachers education. After analyzing the information, I could notice different factor to take into consideration at the moment of having a practicum experience in a rural setting. Some of the results let us know the relevant role of emotions in the process of not only learning but also teaching in a rural context. In this first example, the participant mentions how she felt when some days the class does not go in a normal flow.

Los estudiantes “pues” son totalmente de cambios, como todas las personas, una semana llegan muy bien dispuestos a recibir la clase y en otra clase sos la peor persona del mundo y no te quieren ni ver o prestar atención y es en esos momentos donde uno realmente tiene como que una lucha interna consigo mismo como: bueno no me quieren prestar atención voy a llorar pero no puedo llorar entonces como resiliencia esa es la palabra. (Interview 5, Participant 5, March 10 202)

In this second example, I talk about the satisfaction and the emotions students have when they evidence that the teacher accomplishes his job as better as possible.

I use to laugh and develop learning through games, songs, I am very satisfied with the way students commit and show interest for all I propose. Giving students the opportunity to be kids is a very positive aspect to keep in mind. When you encourage the student to be better and price their effort is very good welcome for them . Students are “feelings readers” they know when you love your job as an answer they commit or have.. Some of the parents before picking up their kids express how thankful they are for my intervention.”.(*Fichas de recuperacion de aprendizaje*).

Roles

As previously stated the aim of this study was to reflect upon different issues that take place in experiences when, performing praxis in a rural context one of those issues has to do with different roles preservice and in-service English teachers play when performing praxis in rural setting. The most important findings that emerged from data analysis regarding the concept of roles were the following: Teachers as guides, counselors and mediators, role models to follow and multi task roles as physiology, parent, friend, social worker, leader. The next paragraphs will explain in detail each finding.

Guides

Applegate (2008) states that, “teachers are believed to be the key to the success of rural schools“ (p.#254) most of the finding let as to know that pre-service and in-service English teachers in rural setting play a bunch of roles the one participants highlight the most has to do with guides participants, have stated the one on the mainly roles English teacher plays when having practicum experience in rural context hast to do with guides they show students the path to follow and tools to achieve their goals” as seen in the next piece of example..

Se ha dicho que el maestro tiene “pues” como el poder sobre los estudiantes pero, creo que hoy las cosas no son así ya no estamos en una educación tradicional sino en una educación donde aprendes. Y eso es más como un compartir de conocimiento, en donde los niños, los adolescentes, los adultos, tienen que ser el eje principal de cada clase ellos son los principales. Ellos tienen el rol principal y es en este momento donde nosotros jugamos el rol de una guía, confidente, de ayudarlos a que ellos adquieran todo ese aprendizaje, pero por medio de algo significativo. (Interview 3, Participant 3 - Interview 5, participant 5 - Interview 8, Participant 8 March 7 to March -- 2020)

Counselors and Mediators

Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble (Ministry of Education, Guyana 2019). Once the teacher is seeing as guide he must begin to transcend that role as a counselor and mediator of new knowledge as mentioned in the next illustration by preservice and inservice English teachers in rural context.

As a teacher I place a very important role. I must take advantage of it to encourage students to be better and highlight their qualities. Current English teachers play a very crucial role when working in rural settings they become role models and have the

challenge to develop students learning motivation. (*Fichas de recuperacion de aprendizaje*)

El poder ser como una mediador de los conocimientos que tengo y poder transmitir esos conocimientos y experimentar muchas situaciones con los estudiantes. El rol del maestro, debe ir más allá no sólo ser instructor, ser un mediador, pasar a ser un confidente para los estudiantes. (Interview 7, Participant 7, March - 03 - 2020)

Roles models to follow

At the time of becoming guides, counselors and mediators, the teacher must be willing to become a model inspiring students to go further regarding the learning . The Ministry of Education, Guayana (2019) have define different teachers roles teachers set the tone of their classrooms, build a warm mood, nurture students, listen and look for signs of trouble to help with a solution and become role models, in the following examples we can evidence what Ministry of Education states.

“During this week I have learned that we play very important roles when performing practicum experience in rural context. We are not only instructors or curriculum developers is gratefully when a student states that he wants to be as their teacher in some terms we motivate students to go further” (*Fichas de recuperación de aprendizajes*)

“English teacher became confident for students they look in English teacher an example a person to follow”. (*Interview 8, Participant 8, - - 2020*)

Multidisciplinary (multi-task)roles as psychology, parents, friends, leaders, social workers .

Some of the results show that English teachers in rural contexts play a bunch of roles in some terms they are seen as the biggest government authority. English teacher play different roles when performing their praxis in rural setting such as professors’ roles as controllers,

assessors, investigators in order to develop the effectiveness of learning (Harmer 1991) Some of the results let us know how multitask are pre-service and in-service English teachers when having practicum experience in rural context.

English teachers in rural context become role models but also they play a bunch of roles as psychologists, parents, siblings, friends, counselors, leaders, guides students use to admire it and it helps as motivation for the about having big goals and work hard for your dreams. *(Fichas de recuperacion de aprendizaje)*

Teachers' roles are essential to improve a good quality of education, educators in the twenty-first century will be resource providers, digital facilitators and planners, providing proper guidelines for students' new century careers Topu (2018). Some outcomes show what Topu has mentioned previously some pre-service and in-service English teachers in rural context stated that:

Yo creo que en el contexto rural más que todo un profe ya deja de jugar ese rol de instructor y pasa a ser más un líder más un líder porque es una comunidad que ellos tienen tanta confianza en el docente que si usted está inmerso en el contexto ellos te van a pedir ayuda no es solo líder en el salón con sus estudiantes sino con la comunidad los maestros de contextos rurales ejercen roles como trabajador social o líder comunitario. (Interview 3, Participant 3 March - 07 - 2020)

Challenges

As mentioned before the aim of this study was to reflect upon different issues that take place in experiences when performing praxis in a rural context one of those issues has to do with, different challenges preservice and in-service English teachers have to struggle with. The most important findings that emerged from data analysis regarding the concept of challenges were the following: lack of resources, professional development, students attitudes towards

English learning, access to the context, and faced with situations preservice and in-service English teachers were not formed to. The next paragraphs will explain in detail each finding.

Lack of resources

Bonilla and Cruz (2013) say that rural language contexts do not offer appropriate conditions for learning a foreign language, rural teachers have different professional challenges and have to face different needs. The analyzed information allows us to see that in the rural context there is a lack of pedagogical resources. It is also evident that rural context-setting infrastructure is not appropriated to develop meaningful learning, in part because the government is not providing this pedagogical and infrastructural resources. This excerpt from several interviews gives details about this situation.

El olvido que se le está dando por parte del gobierno a las partes rurales cierto vemos que implementos y un monto de apoyos a las áreas urbana si acaso pero el área rural pues queda como, por allá, en lo rural, que se defiendan ellos, en algunos casos debemos improvisar con los materiales y espacios de enseñanza (Interview 1,5, 7,8)

Data from this study also revealed that teachers in rural contexts do not have enough resources such as audiovisual and didactics resources in comparison with the urban areas where the majority were educated in the following example we can notice what I mentioned previously.

El contexto rural más cercano tiene más posibilidades, más materiales, más cosas que el más alejado entonces entre los retos encontramos la falta de recursos audiovisuales y didácticos aquí juega gran papel, la creatividad del maestro; si uno trabaja con lo poco que hay y lo hace bien, se logra un aprendizaje significativo. (interview 5,6, 8,9)

As it is evident this situation reflects the reality of Colombian rural schools which are in a lower position in comparison with urban ones. In Colombia there is a great historic gap between rural and urban systems of education. (Perfetti 2003)

Rural school teachers and their training to teaching English

Perfetti (2003) identified that in Colombia there is a great historical gap between rural and urban systems of education. Information collected from this study revealed that teachers in rural contexts are not well equipped with methodological resources. Besides, it is evident that not having those bases or tools is part of the poor quality of education. It is not the fault of the teachers, they must face realities for which they were not trained. This situation can be reflected in this excerpt from an interview that was conducted to a preservice teacher educated in a rural context:

Una desventajas que siempre he visto es que los docentes no están bien formados esto debe ser porque en primaria, solo hay un docente para todos los grados entonces como me esta pasando ahorita en la práctica resulta que, tengo profesoras de matemática que están dando ingels, ciencias sociales, educación física les pregunto algo de inglés y no saben nada entonces esa parte es bien complicada y creo que esos docentes deberían tener una mejor formación en el enfoque de cada área para que los niños puedan recibir una educación más pertinente (Interview 8).

The grammar–translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. Students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. (Bonilla Carvajal 2003). Collected information let us see that other factors such as the methodology influence the learning process of the student, although we see the grammar translation method allowed to create new methodologies, it is a basis for which it is evident this methodology in rural contexts, a methodology that instead of

motivating students, discourages them as stated by a pre service English teachers in the following lines.

“Los chicos están muy apartados del idioma inglés ya que vienen de una de un proceso de traducción, tengo unos profes de español dando inglés y por ende pues las clases son basados en un “grammar translation method” . (Interview 5, Participant 5, March - 10 - 2020)

Students attitudes towards English Learning

It is evident that most urban teachers are not willing to struggle with the challenge of facing schools in rural areas because of isolation, sociocultural adaptation, motivation, violence, infrastructure and misconceptions rural families have about education (Ramos B. and Aguirre J. 2015). Students in the rural context do not have the necessary resources to guarantee a quality of education they are unmotivated it is evident at moment preservice and inservice English teachers have at the moment to have practicum in such setting as seen in the following interviews.

Para mi el mayor reto es llegar a los estudiantes, porque como lo decía antes, ellos estaban muy cerrados no consideran relevante el inglés en su contexto. Entonces el mayor reto es crear una motivación y un objetivo de porqué ellos deben o necesitan y quieran aprender inglés (Interview 7, Participant 7, March - 13 - 2020)

Imagine a student who has to walk for two hours to go to institutions. I mean, it's going to be difficult for him. They concentrate and engage with the class. So it's another factor that is important. How long do they spend to go from their houses to the school? And how do they get them? It's not the same getting them by public transportation that going walking. And for example, if it is raining, it's going to be more difficult. It's also important to consider those aspects when defining and describing the teaching-learning process in rural context right”(Interview 9)

Access to the context

There are two types of rural context: the one that is close to the urban area and the rural context that is very far away in remote areas (Perfetti 2003) This somehow becomes a challenge for service teachers or English practitioners in a rural context, since at the there are no resources they should carry those materials behind their back. This situation affects English learning process as evident in this next example.

Like the distance because there is some rural school that is close to urban areas but some others are really far away for me that is a factor that influences the process of teaching English. (interview 3,4,8)

Holguin R, and Morales (2016) argue in “English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia” that isolation, cultural adaptation, and misconceptions rural families have about education, motivation, infrastructure, and violence are some of the challenges rural context teachers have to struggle with. Having that in mind some of the participants stated that one of the challenges they have to face with is related with the access to the context as stated by the next participant.

The mobility, because when I went to this school or in terms of mobility, in terms of transportation, because when I went to do this school. It was like 30 minutes far from the urban area in Rionegro right. For example, we had like a bus or a van that took as to the institution but for example, I could see that many students have to walk to the rural area in order to go to school. So they spent two hours going there. Right. I could do it because I had like the support of the university and the Semillero, which I was part of, for example, for students who how to like walk for one or two hours to take the class to go to the institution. (Interview 9)

Unexpected events pre-service and in-service English teachers must face with

Lakin and Gasperini (2004) explained that there is a rural and urban gap in developing countries caused by several reasons such as the dearth of schools, overpopulated classrooms, sub equipped schools, and not supported teachers. It in some way becomes a challenge for preservice and inservice English teacher as evidenced in the following interview

“I challenging working with the amount of students I have in second and third grade and fourth and fifth grades groups that have forty students pear each. The amount of students in some classrooms based on the Escuela Nueva Approach is one of the biggest challenges”(Fichas de recuperacion)

Bonilla and Cruz (2013), teachers development is complexity because the particularities of each setting there are some socio-cultural factors involved the teaching in English in rural areas of Colombia. rural language contexts do not offer appropriate conditions for learning a foreign language, rural teachers have different professional challenges and have to face different needs as evident in the following pieces of patterns emerged from participants analyzed information

“The socio-economic situation in those contexts because in some cases students were more worried about the problems they had in their families the difficulties they had in their families instead of the situation of the school and some other situation was the different level because you know that in a rural context they work under the methodology call Escuela Nueva so in different groups we have students from different grades and we have to balance the classes in order to give them like a proper to have with them a proper process”. (*Interview 4, Participant 4, March - 03 - 2020*)

“De pronto, el hecho en la inclusión creo que es un tema muy controversial para todos ya que estos chicos no tienen el apoyo adecuado de otra persona, o quizá esto se deba también a que la universidad decía, pues muchas veces estos temas los pasan muy

rápido. Puede que si no los expliquen y digamos si estos son los chicos con síndrome de Down, el autismo y esto. Ese ha sido uno de los retos más grandes también. La universidad a veces pasa por temas muy importantes, súper rápido, pues como lo fue de la inclusión de todos los niños con discapacidades, es sólo una materia en cuatro años, entonces es muy complicado”. (Interview 8, Participant 8,)

Rural Features

As I have previously described in detail in these results, the main categories that have been proposed at the beginning were roles, challenges and learnings from these, some subcategories emerged, their different subcategories which have been described.

Considering what I have said at the beginning of the description of these results when analyzing the information, other categories have emerged “rural features” from which other subcategories have emerged which are: rural environment,

Rural students schools characteristics.

At the beginning in the roles one of these is the attitude of the students towards the process of learning the English language, as described, challenges to their process. Students express their gratitude with a commitment to the classes, hospitality. In many cases, not knowing the context, we get several stereotypes that do not let us see how beautiful. When you take the reading to read that content your perspective changes as seen in the following example.

“Before teaching in a rural school I thought that they had less cognitive skills in comparison with people from urban areas but when I entered those schools I evidence that they have even higher quality in terms of cognitive skills regarding those people from urban areas. For me was the fact of understanding the rural areas or schools in spite of their need students are totally conscious that they have all the capacities and

they have all the abilities to learn the language to even be better than those students from urban areas and I consider that those students appreciate whatever knowledge they receive they were always attentive and they were always wanted to learn. *.(Interview 4, Participant 4, March - 02- 2020)*

Much of the information analyzed in the interview makes us see that the students of the rural context are grateful that despite the few resources that there may be, they value each effort that their teacher makes

“Usted no tiene que decirles por favor silencio siempre están activos y eso es algo que lo llena a uno como de alegría. Es, muy gratificante saber que ellos, reciben ese conocimiento que les quiere compartir. Yo diría que ee la gratitud de los estudiantes es un aprendizaje que más la humildad ellos pues uno cuando está en el contexto rural ellos son humildad total ellos se pueden equivocar todo lo que quieran los compañeros y no te van a estar juzgando”.*(Interview 3, Participant 3, March - 03 - 2020)*

Rural environment.

Da Silva (2004) explained that “*rural setting*” is a term used to refer to areas of scarce population and that the concept can be very confusing except when understood from a geographical point of view. They do not show that in-service teachers and practitioners define the rural context as a quiet space that allows you to have peace by being able to activate with nature.

Del contexto rural , la naturaleza definitivamente estar en la finca o en la parte rural y estar en medio de tanta naturaleza es algo que me hace sentir como libre entonces. ¿Cómo definiría la educación rural? es que tiene eso para definirla bueno hay muchos adjetivos que uno puede utilizar para definirla entonces yo diría que es un espacio de disfrute total (Interview 6, Participant 6, March - 13 - 202)

Active rural community participation in rural students learning process.

Despite the fact that the rural context has been set aside as several of the participants manifest, they see the teacher as a representative of the government or mediator who can face all their doubts, concerns and needs, they also commit to the process of their children and they see the teacher as a community leader

“Parents from a community has expressed their thankfulness and show commitment for their kid’s learning process some of them share their number with purpose I share what we have worked in class in order to help their kids with the assignment”(Fichas de recuperacion de aprendizaje)

Es una comunidad que tienen tanta confianza en el docente que si usted está inmerso en esa escuela ellos te van a pedir profe en que nos puede colaborar que podemos hacer entonces no solo un líder en el salón con sus estudiantes sino también con la comunidad es una persona que está ahí para ayudar a al comunidad a sobrepasar ciertas dificultades o a liderar ciertas actividades que se llevan a cabo entonces para mí es un líder totalmente. (Interview 3, Participant 3, March - 07 - 2020)

Context as an outstanding factor in the teaching process at rural context.

When not finding resources, you must face some challenges such as carrying those materials for a long journey, being creative with what little there is but somehow the rural context has many benefits, the diversity of this context allows you to use life resources real something that contributes to meaningful learning.

During their practicum week I have gotten many lessons. Firstly giving students the opportunity to work outside contribute to class positive mood. Taking advantages of spaces around the school area is very important to empower students with topic (*Fichas de recuperacion de aprendizaje*)

“Porque usted a ya a pesar de muchos retos que uno se enfrenta a ya de pronto por el acceso, por materiales en sí pues usted también se dice a usted mismo bueno que puedo hacer, que cosas diferentes hay en realidad; en el contexto hay muchas cosas para hacer con los estudiantes no se salir al potrero, salir a las zonas verdes hay, muchas cosas entonces yo digo, totalmente la educación rural es un disfrute total es, un espacio de disfrute total. le ayuda a uno a ser más creativo y mirar que no todo el tiempo necesitamos de un videobeam el televisor de esas cosas sino que usted tiene que cambiar y llevar cosas más vivenciales por decirlo así cada que vamos a aprender no se los colores pues no necesito estarles mostrando los colores y traduciendo sino que salimos a la parte abierta al espacio abierto y pues la naturaleza te ofrece todos los colores y puedes utilizar eso a tu favor entonces de pronto en cuanto a material tecnológico al acceso y yo creo que no más porque los profes todos aya y las personas del campo son muy abiertas y le colaboran uno mucho entonces le ayudan a usted con la comida absolutamente todo entonces más que todo eso. (Interview 3, Participant 03, March - 07 - 2020)

Yo digo que ee considero que dentro los factores que pueden influir en el proceso educativo de un área rural está mucho digamos el contexto cierto a lo que se ven expuestos los estudiantes y digamos también los maestros y algo muy importante es que en muchas ocasiones los maestros están como descontextualizados si me entienden llegan como con una idea muy diferente al área rural y pues se da ese choque y ahí en donde la educación se convierte en dar la información por darla no se centra y no se ubican digamos en el contexto. (Interview 5, Participant 5, March - 10 - 2020)

A as I mentioned before, I am from a rural context I studied my primary in that context. I think this is nice because you are free in nature as a child. I think that you are free and you have a lot of experience in connection with others and you can study in your

context. For example, colors, an animal they are in a positive context in order to learn how to say different animals (*Interview 6, Participant 6 March - 13 - 2020*)

Bueno, como decía antes, una educación en un contexto rural debe estar primero que todo, basada en el contexto real de las personas(*Interview 7, Participant 7, March - 13 - 2020*)

CONCLUSIONS

This project had the purpose of systematizing preservice and in-service English teachers experiences in rural context. It was conducted to identifying different challenges report the most outstanding learnings and explore different roles pre-service and in-service English teachers have when working in such setting. From the data analysis I conclude that there is a need to contextualize teaching and learning processes to promote meaningful learning. Besides, it was found that emotions is an important factor in the learning process. Moreover, teachers' roles can be guides; counselors, mediators, and also models to follow. However, there is a lack of resources, there is a deficit on rural school teachers and their training to teaching English, there is a limited access to the context and there are unexpected events pre-service and in-service English teachers must face with. Finally, it is evident that there is an active rural community participation in rural students learning process; and context as an outstanding factor in the teaching process at rural context.

In addition, through this project we can reconsider the importance of research exercises in rural context. the reason is that it contributes in different ways no only to educational issues, but also it goes further and has to do with society in general. Throughout this paper, we can identify clearly which are the challenges, leanings and roles an in-service and practitioner has when given the opportunity to exercise his or her practice in such a context where there are many problems that must be faced. In the same way, this project will serve to give future teachers the opportunity to analyze, understand, and transform students' realities in a positive way, especially those who make part of the rural setting.

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ANEXOS



SEMISTRUCTURED INTERVIEW

PRE-SERVICE ENGLISH TEACHERS' EXPERIENCES IN RURAL CONTEXT: ROLES, CHALLENGES AND LEARNINGS

The following semi structured interview seeks to gather different experiences that lead us as pre-service English teachers to reflect upon our praxis, roles, challenges and learnings we have when working in rural context.

1. How would you describe the experience of working in a rural area as a pre-service English teacher?
2. After having your practicum experience in the rural context, How would you define rural education?
3. What are some of the common challenges you have faced during your practicum experience?
4. After doing your practicum in a rural context, what roles do you think a teacher has in that setting?
5. Based on your experience as a pre-service English teacher in rural context what factors do you consider the teaching and learning process in rural education?
6. What were the most outstanding/meaningful learnings that you obtained from the experience of being a pre-service teacher in rural schools?
7. In relation to the experience you had in the rural schools What called your attention the most?



Research Informed Consent

Title of Study: Pre- service English in Rural Context: Roles, Challenges and Learnings

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Purpose of the study:

The main purpose of this study is to systematize pre-service English teachers' experiences in rural schools with the intentions of: firstly, identifying different roles a pre-service English teacher has when doing the practicum in rural schools; secondly, recognizing the most common challenges future English teachers cope with when having practicum processes at rural settings and lastly, reporting the most outstanding learnings pre-service English teachers have in their practicum in such a context.

Procedure

In order to gather information about roles, challenges and learnings a pre-service English teacher has when doing practicum in rural schools, it is necessary to conduct different data collection methods. In this case, semi-structured interviews as well as focus groups will allow researchers to approach participants' voices with respect to their teaching processes in rural contexts.

Confidentiality

Every effort will be made by the researchers to preserve your confidentiality including the following aspects:

- Assigning code names/pseudonyms for participants. They will be used in the oral and written reports of the research project instead of your real names.
- Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific issues.
- Emerging Results from this study will be disseminated for academic purposes in different Educational Research events and/or published in academic journals.

Contact

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may keep in touch with the researchers whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss the

Information

Researchers directly by telephone at [3023395104](tel:3023395104) -or at the following emails addresses ricardo.suaza2465@uco.net.co or ricardsuaza@gmail.com

Voluntary

Participation

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to leave at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researchers. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Consent

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Due to the pandemic health crisis that is currently being experienced on a world level year 2020 where we must all be in our homes and adapt to the quarantine rules established by each government. The last interviews will be through video calls which will be recorded and archived by the researcher for data collection, the participants will be previously notified of this proposal.

Participant's Signature _____ **Date** _____

Researcher Signature _____ **Date** _____

