

UNIVERSITY OF EAST LONDON

“To think is to experiment”



EMERGING NARRATIVES OF COLOMBIAN RURAL TEACHERS OF ENGLISH IN THE FRAMEWORK OF A NATIONAL BILINGUAL PLAN

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AGENDA

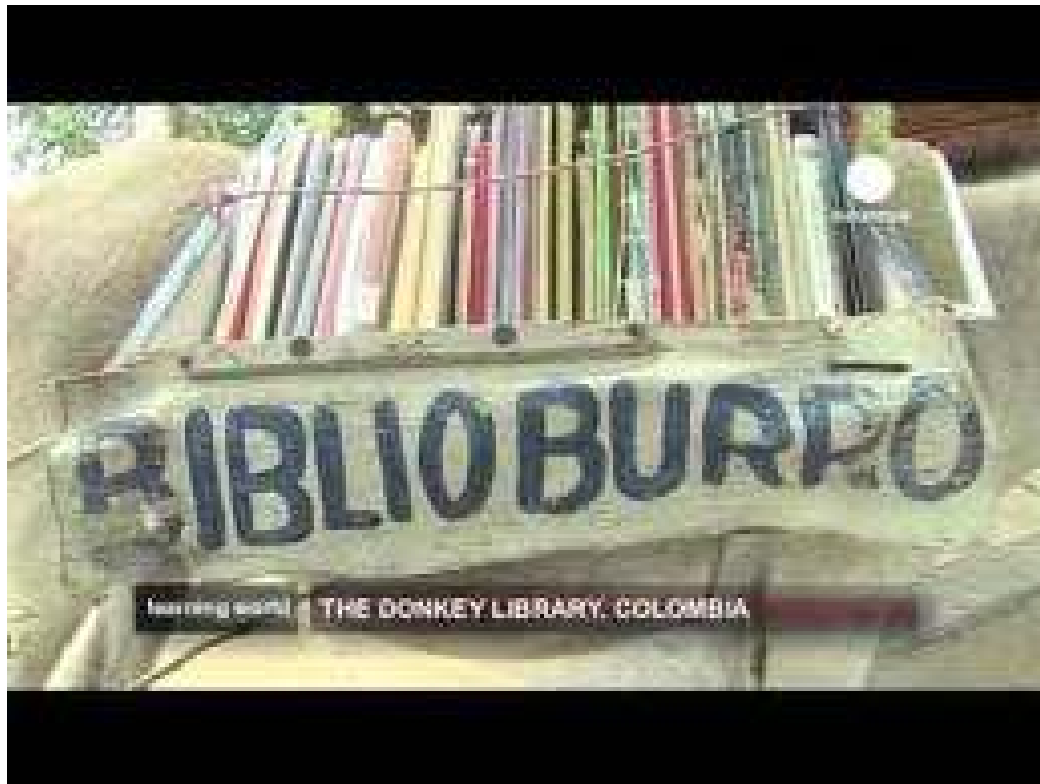
1. Bilingualism in Colombia
2. The study
3. From open interviews to narrative accounts
(Teachers' views on bilingualism in rural areas)
4. Concluding thoughts

1. Bilingualism in Colombia

Globalisation (Market, communication, progress)

- English- Spanish bilingualism: a national educational policy
- 2004-2019
- Impact on curriculum, teachers' practices, research interests.
- What about rural areas?

2. The Study



Interest: rural teachers' accounts

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graph TD; A[Interest: rural teachers' accounts] --> B[Theoretical tenets: sociocultural perspective of EFL]; B --> C[Procedure: interviews];
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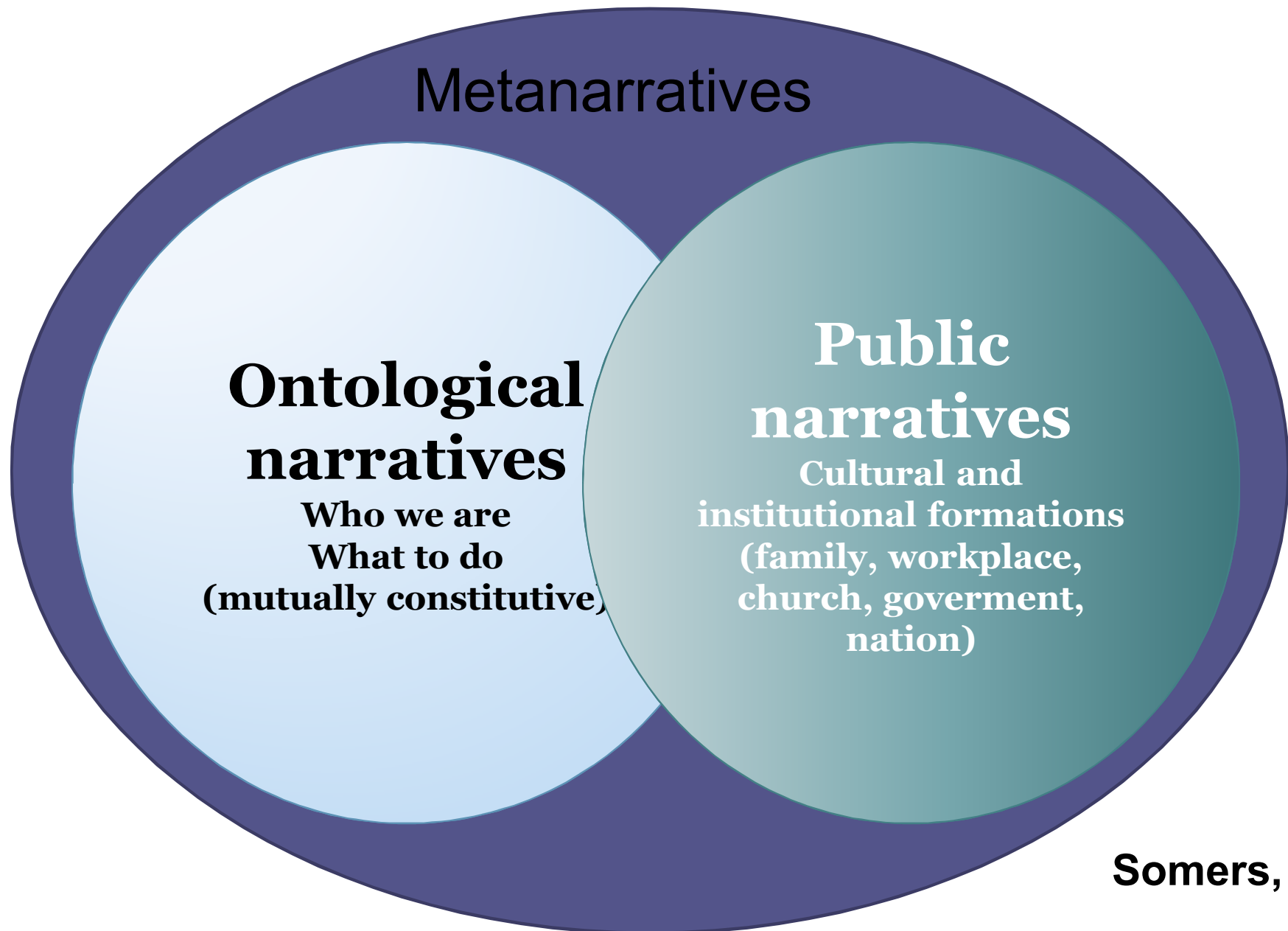
Theoretical tenets: sociocultural perspective of EFL

Procedure: interviews

3. FROM OPEN INTERVIEWS TO NARRATIVE ACCOUNTS

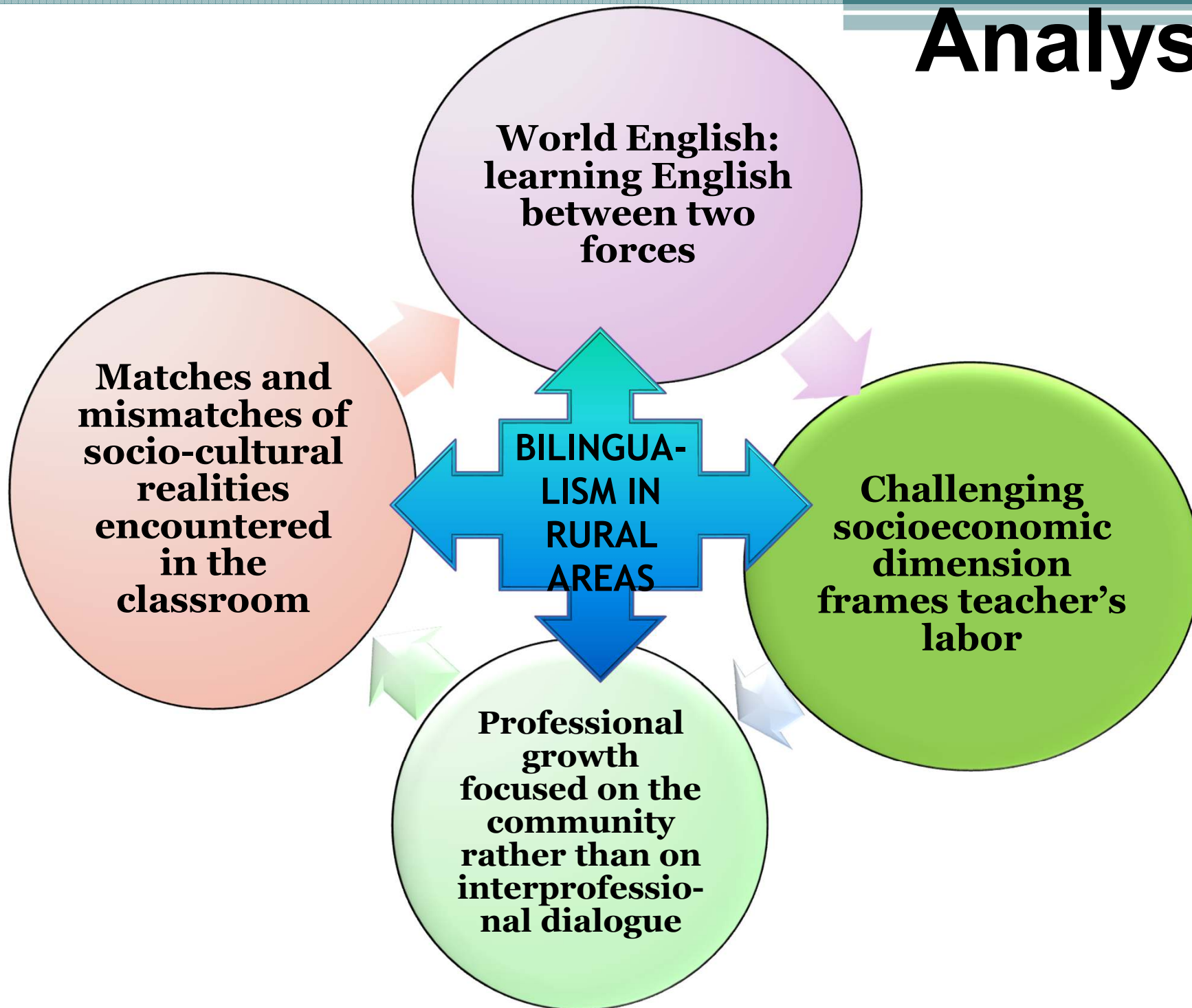
- Narratives naturally occurred. (Riessman, 2000; Barkhuizen, 2008)
- Narratives as personal: life stories; short events interconnected; large sections of talk. (Riessman, 2000)
- story, Story, STORY. (Barkhuizen, 2008)
- Dimensions of Narratives: Ontological/personal, public, metanarratives. (Somers, 1994)

NARRATIVE DIMENSIONS



Somers, 1994

Analysis



Matches and mismatches of socio-cultural realities encountered in the classroom

“It is difficult to motivate students with the English language. However, **they still preserve the values of a small community** in which we [teachers] can work, these values allow our work to be manageable and that **we feel eager to do what we have to do**”

“Some [students] like English and they want to learn. **Others do not see why that is useful**, its utility or functionality because in their context that is not used and they do not have expectations of continuing higher education” (p5)

“**In the city it is easier to learn the language because there are more resources: libraries, more cultural activities, use of technology (p1)**”

Learning English Between Global and Local Forces

Struggle between
Global and local
social needs,
visualizing tensions

Struggle between
Global and local
social needs,
visualizing
specific tensions
in the EFL
classroom

“it is complicated because they [students] know **it is not compulsory** to learn the language. There is no need too, they are not many resources either” P1S.

“They [students] say ‘my future is in here, in here where I have the coffee fields’ or in their tribes, in the organization that they already have but they do not see beyond that, for example leaving this country not even going to Bogotá or becoming professional...The major ambition is to become a police officer”

“In my school there is also an agreement with the SENA (Institute for technical education) but they do not teach an English course as such. I just believe that I will sign this year saying that students have supposedly achieved a B2 level, imagine, when this is not true!”

4. Concluding thoughts

- Narratives offer a powerful framework to understand social disjunctures and convergences between the rationales behind educational policies and actual teaching practices.
- Rural EFL teachers' understandings of their professional role have been shaped by an uneven, complex and inextricable link between personal, public and metanarratives about the teaching and learning of English.

Obrigado!



Thank you very
much!

