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

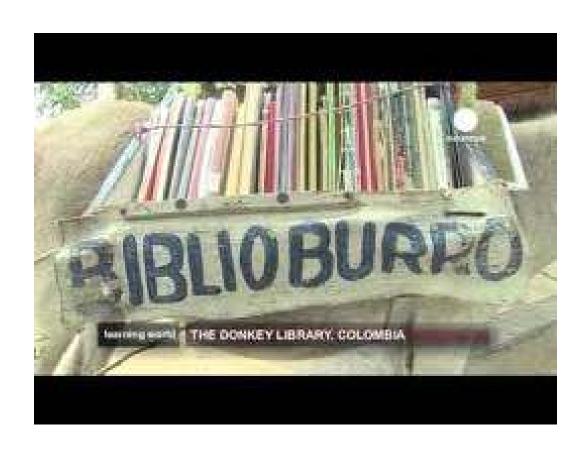
- 1. Bilingualism in Colombia
- 2. The study
- 3. From open interviews to narrative accounts (Teachers' views on bilingualism in rural areas)
- 4. Concluding thoughts

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

Theoretical tenets: sociocultural perspective of EFL

Procedure: interviews

3. FROM OPEN INTERVIEWS TO NARRATIVE ACCOUNTS

- Narratives naturally occured. (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

Metanarratives

Ontological narratives

Who we are What to do (mutually constitutive)

Public narratives

Cultural and institutional formations (family, workplace, church, government, nation)

Analysis

World English: learning English between two forces

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

BILINGUA-LISM IN RURAL AREAS

Challenging socioeconomic dimension frames teacher's labor

Professional growth focused on the community rather than on interprofessional dialogue 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)

Cultural and historical heritage (Nostrand (1967), Pfister and Borzilleri 1977), Galloway (1984), Seelye (1984), Goode, Sockalingam, Brown, & Jones, 2000 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!"

Social class and needs: Formal and functional constructs (Nostrand (1967), Pfister and Borzilleri (1977), Galloway (1984), Seelye (1984), Goode, Sockalingam, Brown, & Jones, 2000

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.





Thank you very much!







Bedankt